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ABSTRACT

A two-day training program is described that may be used by individuals or in preservice or inservice experiences to teach participants the knowledge and skills required to design, develop, and evaluate competency-based career guidance programs in whatever their work setting may be. It is appropriate for all career guidance personnel, including counselors, counselor educators, career education specialists, vocational guidance personnel, and specialists in pupil personnel services. The workshop provides a step-by-step approach to developing competency-based career guidance programs from the beginning stage of determination of needs to the final stages of implementation and evaluation. The program is presented as a single, integrated training package that can be used by career guidance personnel through self-instruction, or as a pre-or inservice workshop of approximately two days in length. Instructions for the facilitator (either the team chairperson or the workshop coordinator) are provided in the facilitator's guide at the end of the participant materials. (Author)

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Competency-Based Career Guidance Program Design: A 2-Day Training Workshop

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U.S. DEPARTMENT OF HEALTH,
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NEEDS
ASSESSMENT

RESOURCES

Staff
Facilities
Materials

PERFORMANCE
OBJECTIVES

EVALUATION

CG 013237

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COMPETENCY-BASED CAREER GUIDANCE PROGRAM DESIGN:
A 2-DAY TRAINING WORKSHOP

Garry R. Walz
Libby Benjamin
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COMPETENCY-BASED CAREER GUIDANCE PROGRAM DESIGN:

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Throughout this decade in our nation the concept of career development has gained increasing emphasis in the total educational process--the concept that educational experiences should be designed to respond to student needs for life skills as well as academic knowledge. Whereas career education was once narrowly defined as occupational awareness, exploration, and skill-training, educators now recognize that decision-making skills, value clarification, and self-knowledge are crucial to satisfying occupational choice and rewarding experiences in all aspects of living. Thus, the design and implementation of effective delivery systems for career development programs have become a major concern of educators, as well as of parents, legislators, and interested community members.

Need

Recent trends in career education have caused the career guidance program to play a crucial role in career development programs. National student needs assessment data, such as the ACT National Assessment of Student Needs, as well as similar data collected by statewide assessment programs (e.g., Michigan, Iowa, Florida) indicate that students identify help in career planning as their number one need. Demands are escalating for more viable occupational information services. Schools and colleges are experiencing greater interest in and use of placement services. Teaching personnel are asking for assistance in using community resources

and developing career-relevant instructional programs. Underlying these new pressures is the emphasis on accountability--outcomes evidence that whatever program is adapted achieve what it purports to do. Meeting all of these demands requires the development of career guidance programs with clearly defined goals and objectives which effectively intermix the talents and skills of personnel within and outside of the school.

Purpose

Planning career guidance programs that can fulfill their potential contribution to the total career development program requires special knowledge and skills on the part of all career guidance personnel, including counselors, counselor educators, career education specialists, vocational guidance personnel, and specialists in pupil personnel services. Because the roles they must fill may be new to some of these individuals, they will need inservice training to refresh and enhance their competencies. This document describes a 2-day training program that may be used by individuals or in preservice or inservice experiences to teach participants the knowledge and skills required to design, develop, and evaluate competency-based career guidance programs in whatever their work setting may be.

We believed it especially important in developing this program that it be transportable, competency-based, and able to be used in a wide variety of settings. We also wished to emphasize action and skill-building rather than mere acquisition of knowledge--so the focus is on doing, on putting into practice what is learned. At the conclusion of the training experiences, participants will have developed an Action Plan that they can immediately put to use in their own career guidance program.

This program incorporates the attitude that the most effective method of accomplishing the tasks of career guidance program design and implementation is through the team approach, the cooperative and collaborative efforts of those persons most directly associated with or responsible for the career guidance program. Counselors have traditionally operated as individual entrepreneurs committed to doing within a broad framework of guidance services whatever was most personally appealing. Consequently, it has been difficult to describe in any specific way what it is that guidance does for whom. Counselors who have tried to develop cohesive programs have often been thwarted or have failed because of lack of administrative and staff support and understanding. Our viewpoint, therefore, is that career guidance programs have a greater potential for success if counselors collaborate with others who are responsible for the institution's educational commitments and goals to determine the specific objectives, outcomes, and content of the career guidance program.

Description

The workshop provides a step-by-step approach to developing competency-based career guidance programs from the beginning stages of determination of needs to the final stages of evaluation and implementation. The program is presented as a single, integrated training package that can be used by career guidance personnel through self-instruction or as a pre- or inservice workshop of approximately two days in length. (Time guidelines are provided for workshop usage.) The user should note that instructions for the facilitator (either the team chairperson or the workshop coordinator) are provided in the Facilitator's Guide at the end of the participant materials.

The basic components of this systematic approach to career guidance program design include:

1. Needs assessments of students, staff, counselors, resources, and the existing program;
2. Consensus-seeking strategies for enhancing the team experience;
3. Tasks to clarify goals and objectives;
4. Establishment of performance indicators, i.e., criterion levels, for the objectives;
5. Design of the program in terms of each person's role and the overall time framework for accomplishing the goals;
6. Resources identification and assessment;
7. Evaluation procedures;
8. Methods for overcoming barriers to the implementation of career guidance programs; and
9. Behavioral strategies for acting as change agents within the back-home setting.

We suggest that participants in the program conduct a needs assessment of students, staff, and counselors before they come to the workshop, if they have not already done so. Forms that can be used for assessing needs are included in the training program materials in Appendix B of Day 1.

The materials are divided into two workshop days, and approximate times are specified for each portion of the program in the Facilitator's Guide. The Guide follows the participant materials and contains complete instructions for implementing the program.

The program is best facilitated with a team or teams of participants who work together in the same setting in career guidance program

development. We suggest that the team be composed of four to six people, and include counselors, teachers, and at least one administrator. All of the activities are designed to be performed by these teams.

Upon completion of the program, participants will possess the knowledge and skills, and, we hope, the motivation necessary to implement the Action Plan which they have developed throughout the program. In this way they will be able to respond effectively and efficiently to the needs of those for whom their career guidance program is intended.

The next page begins the participant section of the competency-based career guidance training program.

INTRODUCTION

INTRODUCTION

Up to now, career guidance activities have been ancillary services to the instructional program, separated from the instructional process. The shift to a life career development orientation is having major impact on school staffs, students, and the delivery of guidance services in a number of ways:

1. Students are better able to see how their school studies relate to their life goals for work and further education.
2. Counselors, teachers, administrators and community people are coming together in new kinds of relationships.
3. Career guidance personnel are being required to assume new roles and functions.
4. Career guidance personnel are beginning to view their efforts as related parts of a total program rather than as disparate "activities."

Thus, career guidance has the potential to unite school staffs in ways never before experienced, for the benefit of all.

To take advantage of the emphasis on life career development as an integrating force in education, a team approach is needed. Counselors, teachers, vocational educators, administrators, parents, and other community members must work together as a team to plan a comprehensive program. The assumption is that such a team, representative of persons with varying backgrounds and educational experiences, can develop

*Career guidance:
life career
development*

Team approach needed

a program that will serve the guidance needs of all students.

To insure consistency and sequence in the career guidance program, coordination is a "must." Therefore, key personnel from every educational group must come together as a task force to brainstorm ideas, to plan, to choose action strategies--in short, to develop the program and get it going.

You are the Spearhead Team for your school. You have agreed to take responsibility for developing your career guidance program--for assessing needs, setting goals, developing objectives, and creating the Grand Design for the Right Plan for your particular needs.

It is the purpose of this program to help you do just that. It will:

1. teach you the processes of program development,
2. help you make some decisions about the direction your particular program will take,
3. provide specific resources for your unique needs,
4. show you some ways to evaluate the effectiveness of your prospective program, and
5. suggest ways you can turn your program plan into a reality in your work setting.

Perhaps as a result of being able to do these things, you will feel a new sense of confidence and some excitement about putting your plan to work--and, be motivated to do it!

Purposes of program

Your team will be the leaders in your career guidance program development, and your task will be to involve others back home in further planning and in actually carrying out the program. A challenging task, but far from impossible.

So--let's begin.

PROGRAM GOAL

The major purposes of this 2-day training program are to help you learn the process of career guidance program design and implementation, obtain resources that will be of immediate help to you in your work, and develop an Action Plan for your own career guidance program. It is designed for teams of career guidance personnel, including counselors, teachers, administrators, and other staff, who are committed to spearheading the development of a vibrant, workable career guidance program in their work setting.

Our hope is that, as a result of the program activities, teams will become imbued with a new sense of excitement and commitment to career guidance, and will have the knowledge, skills, and motivation to follow through with their Action Plans.

PROGRAM OBJECTIVES -- DAY 1

Day 1 of this program is designed to help you achieve the following objectives:

1. To identify effective consensus-seeking behaviors, to rate your team's consensus-seeking behaviors on a rating scale, to work toward improving your team's consensus-seeking behaviors.
2. To write five goals for your career guidance program to which all team members are committed, including a rationale for choosing each goal.
3. To prioritize your five goals.
4. To develop three demonstrable and measurable performance indicators for each of your five goals.
5. To determine how you currently spend your professional time, to determine ways to make your work more efficient, to identify possible new roles and functions you might assume.
6. To complete in detail a career guidance program schedule.

OUTLINE

Approximate

<u>Time</u>	<u>Activity</u>	<u>Objectives</u>
1 1/4 hours	<u>Introduction</u> Opening activities, review of new life career development focus in career guidance programs, the need for teaming, and resulting new roles for counselors.	
4 1/2 hours	<u>Needs Assessment--Review</u> <u>Consensus-seeking--Building teamwork</u> <u>Goal-setting</u> <u>Performance indicators</u> <u>Designing the program--My role</u> --The schedule	1 2, 3 4 5 6
1/4 hour	<u>Wind-Down</u>	

NEEDS ASSESSMENT

As part of your pre-workshop tasks you were asked to conduct a needs assessment of appropriate respondents and to determine which of the needs listed were most important to each of the groups surveyed. Why were you asked to do this? You probably feel that you know what is needed in your school, in your program, for your students. But do you?

*Why needs
assessment?*

We know of a school that two years ago spent over \$20,000 on a drug education program for high school students. Subsequent evaluations showed that the students neither liked the program nor benefited from it, and this year the program was scrapped. If the policy-makers in that school had conducted a needs survey, they might have discovered that students were not interested in such information and have been more cautious about setting out on such an expensive venture.

Another example: In the traditional form of pre-professional training, counselors devote major emphasis in their practicum experiences to one-to-one counseling techniques. Yet, in survey after survey, students indicate that their need for individualized help in resolving personal problems is minimal.

If a career guidance program is to be effective, it must focus on the behaviors and skills needed and desired by all persons involved in it. Determination of these needs is the very heart of the planning process. Such information allows us to be more specific than just to say that students need help

*Needs Assessment:
The heart of the
planning process*

in career development or that the current program is inadequate; it permits us to focus on specific targets for program efforts. It gives us:

1. a rationale for setting goals,
2. a starting point,
3. a direction,
4. a basis for evaluation,
5. authorization to continue or permission to stop.

A complete needs assessment model requires that data be collected and analyzed in three areas:

- Program
- Clients
- Resources

The purpose of the program analysis is to identify all of the existing guidance services that are currently being offered. Appendix A (How to Develop a District Master Plan for Career Guidance and Counseling, ED 112 342) contains a series of activities and questions that you will want to consider as you begin mapping the future of your career guidance program.

Appendix B contains three sample surveys which can be used to determine needs of clients: counselors, staff, and students. (Many other examples of survey instruments may be found in ERIC and in a number of books and resource materials [see Suggested Readings at the end of this section, p. 19]). In order to gain the widest spectrum of needs and points of view, however, two other groups of people should be included in

3 areas to survey

Program

Clients

the client survey: parents and community members. Some of the questions used in all of the surveys might be identical; some would need to be rephrased; some new ones would have to be devised.

Resource analysis consists of assessing the capabilities of the school's staff, facilities, materials, and funding. Trends should be noted, such as changes in numbers of responsibilities of staff; areas of expertise should be identified. The guidance staff should assess their present facilities, make a floor plan, and note possible areas not now in use that could be made available for future efforts. All materials should be identified and listed in a systematic fashion, and availability and amount of funding should be determined.

Resources

Conducting and analyzing a needs assessment involves the commitment of everyone on the staff. And once these tasks have been completed, it is crucial that the results be disseminated and used to result in a plan for change and progress. Otherwise, the whole process will have been meaningless and a waste of time. The data collected should provide a pretty clear picture of "what is" and offer some solid clues as to "what ought to be." Program planners should thus be able to identify some of the discrepancies between the two, determine which ones are of most importance, decide which ones they can realistically tackle, and begin to develop a plan of action--with the comforting knowledge that they are working on what is needed by the people they wish to serve.

*Needs assessment:
the impetus for
change and growth*

To review, then, the needs data you collected pertains to the needs of three groups of clients--counselors, staff, and students. In addition, you should have analyzed your current resources and your program before you undertake any major developmental steps.

Very shortly your team will be identifying specific goals for your career guidance program from your needs assessment data. Successful achievement of these goals requires that each team member support the importance of the goals and be committed to their implementation. Being a good team member involves skills that can be learned, and the next activity will help you to become more aware of these skills as you begin the team tasks.

SUGGESTED READINGS

Campbell, R. E., et al. Career guidance: A handbook of methods.
Columbus, OH: Chas. E. Merrill Publishing Company, 1973.

Available from: Chas. E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, OH 43216

Career development: Guidance and education special issue. Personnel and Guidance Journal, May 1975, 53.

Available from: American Personnel and Guidance Association
1607 New Hampshire, N.W.
Washington, D.C. 20009
(202) 483-4633

Hays, D. Needs assessment! Who needs it? Ann Arbor, MI: ERIC/CAPS, 1976.

Available from: ERIC/CAPS
Suite 2108, School of Education Building
The University of Michigan
Ann Arbor, Michigan 48109

Position paper on career development. MVGA-AVA Commission on career guidance and vocational education. Washington, D.C. APGA, 1973.

Available from: American Personnel and Guidance Association
Publication Sales Department
1607 New Hampshire, N.W.
Washington, D.C. 20009

Tiedeman, D., et al. Key resources in career education: An annotated guide. (Stock #017-080-01667-2)

Available from: Government Printing Office
Office of Superintendent of Documents
Washington, D.C. 20208

CONSENSUS-SEEKING

You've undoubtedly heard the saying, "A camel is a horse put together by a committee." Many of us tend to think about group activities in terms of our experiences with unproductive efforts rather than in terms of creative idea-sharing. This is because groups are usually put together to work on a task without any thought being given to how they are to become a functioning unit.

Individuals are supposed to know automatically how to be good group members. In truth, few do. Democratic voting is supposed to reflect a satisfactory collective judgment because members have been "involved." In truth, it doesn't.

Synergy

Synergy is group energy, and is an example of the concept that the whole is more than the sum of its parts. Collaboration in planning and problem-solving leads to outcomes that are often superior to those any individual member could generate.

A synergistic group is not without conflict; indeed, conflict is seen as helpful and means that group members are owning and sharing their feelings and ideas. The synergistic view of conflict means examining what appears to be opposite or at odds in terms of its commonalities rather than its differences. It means breaking out of the "either-or" syndrome to look for bridging elements, for linkages, for a fusion of

*Training needed to
be a "good" group
member*

*Conflict is not
a no-no*

seemingly polar points of view. Synergism is achieved when the process of working heightens the sharing and the interaction and leads to outcomes that are truly group-developed.

Consensus

Consensus is a synergistic outcome. It means that all members of the group have reached substantial agreement, although not necessarily unanimity. It is not a majority decision, which often means that there are powerful pockets of minority resistance. Conflict is viewed as an asset. Reaching a goal becomes the result of a group effort. The feeling of achievement emanates from the group rather than from individuals. Individuals who do not subscribe entirely to the group decision are viewed as catalysts for constructive growth rather than as blockers. "Horsetrading" is not allowed because it often covers up what may be genuine resistances to the group decision.

*Substantial agree-
ment required*

Hidden agendas

A word should be said about individual motivations of group members. Any task group works on at least two levels: the level of the actual task as it is understood by each group member, and a deeper level involving the hidden or undisclosed needs and motives of each person. These motivations are personal and subjective, and relate to needs for belonging, acceptance, recognition, self-worth, power, and productivity, among others.

*Personal
motivations*

Such needs are not necessarily "selfish" or "wrong." The quest to satisfy personal needs through group membership is natural and common to all of us. If one individual's needs block another's, or if one individual's needs block the progress of the group, however, then a problem occurs. Individuals must learn to fulfill their needs in a way that does not raise obstacles for other members of the group. In consensus-seeking individuals do not try to "win." They try to reach a group decision that reflects commitment in varying degrees of all members.

Suggestions for consensus-seeking

Consensus-seeking is hard work, but the payoff in helping the group function effectively can be dramatic. The following are a number of suggestions for helping groups achieve consensus¹:

Guidelines

1. Members should not try to "win" as individuals. What is "right" is a collective group judgment.
2. Conflict should be viewed as helpful.
3. Members should both hear and have a chance to be heard.
4. Tension-reducing behaviors are okay, so long as conflict is not smoothed over prematurely.
5. Group process should be discussed when work is becoming ineffective.
6. The best results flow from a fusion of information, logic, and emotion.

¹Adapted from A Handbook of Structured Experiences for Human Relations Training, Volume IV, Pfeiffer and Jones, 1973.

In the next activity you are going to be or to observe a typical group working on a task. If you are participating in a workshop, some of you will be asked to observe certain individuals; others will be observers of the group process. If you are working in your back-home setting as a Spearhead Team, you will not need the Role-Play Observation Sheet. Please see the Facilitator's Guide for instructions.

Role-Play Situation

A career guidance needs assessment conducted at Madison High School revealed that:

1. Students needed most help in:
 - a. choosing a career,
 - b. knowing how the courses they were taking related to their career plans,
 - c. making decisions.
2. Counselors needed most help in:
 - a. group guidance techniques,
 - b. designing and maintaining a career resource center,
 - c. developing career guidance practices for special student groups.
3. Teachers needed most help in:
 - a. consulting with parents,
 - b. helping students acquire effective study skills,
 - c. relating their school subjects to occupations.

The principal appointed the Guidance Director to be chairperson of a committee of the principal, counselors, and teachers to study the assessment data and develop some goals for next year.

Today is the second meeting of the committee. In its first session the group went over the data and listed the needs for each population in order of priority. Today the committee is to develop at least two goals for the career guidance program which the whole Madison staff will support.

Background

Guidance is "under the gun" at Madison because the last bond issue failed and there is talk of abolishing the entire guidance program.

The school board at its last meeting inquired about the data from the needs assessment and indicated that it wants "results." Board members had just returned from a seminar on competency-based education and were turned on to implementing these ideas and practices in Madison schools.

Mixed feelings abound at Madison over this new approach to programming. The staff is not totally satisfied with the Guidance Department and would like to see improvement, but most of them don't want any sweeping changes in their own functions as a result of the needs assessment.

The guidance director was a teacher, half-time counselor, and full-time counselor for eight years before he/she was appointed director three

years ago. Older teachers on the faculty remember the director as a teacher and have never accepted the new role.

The principal has been at Madison for two years and enjoys a reputation as an enthusiastic and dedicated leader, if somewhat conservative. The principal evidences no strong support for guidance and is willing to go the way the wind blows so far as retaining or terminating guidance services.

One counselor and one teacher volunteered to be on the committee; the Director asked another counselor and another teacher to serve also.

Role-Play Observation Sheet

1. How active was the committee member whom you observed?
2. How committed was the member to the task of the group?
3. How effective was the member as a listener?
4. To what degree did the member seem motivated by personal concerns?
5. What approach did the member take in attempting to influence the group?

Process Observation Sheet

Atmosphere

1. To what degree were the committee members cooperating with each other?
2. What was the feeling tone at various stages?

Participation

3. Who were the high and low participators?
4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?
6. What motives did you infer for each of the members?

CONSENSUS-SEEKING BEHAVIORS RATING SCALE

Circle the number that, in your judgment, represents the way members on your team behave. Write the reason for your scoring in the section labeled "Comment." When you have finished, discuss the scores together, come to a group judgment about the appropriate number, and place that number in the "Score" column.

	Hardly any of us do this ever	Once in a while we do this	About half the time we do this	We do this most of the time	This is a real strength of our team	SCORE	
						Pre- workshop	Post- workshop
Express ideas freely Comment:	1	2	3	4	5		
Express feelings openly Comment:	1	2	3	4	5		
Listen to others Comment:	1	2	3	4	5		
Look for commonali- ties in differing points of view Comment:	1	2	3	4	5		
Honor comments of all team members Comment:	1	2	3	4	5		
Discuss group pro- cess when needed Comment:	1	2	3	4	5		
Work toward team goal rather than individual goals Comment:	1	2	3	4	5		
Total score:							

GOAL-SETTING

Each local school is unique in terms of staff, students, climate, facilities, resources, problems, weaknesses, and strengths. The needs assessment has helped you at this point to determine what is and make some judgments about what ought to be. You have listed the needs in order of priority of each of the groups surveyed, and it is now time to set some goals for your career guidance program.

Why set goals?

Why not be spontaneous, and just develop activities or resources as needs arise? After all, needs change, and flexibility is supposed to be a very positive component in any program. Freedom is what we want--freedom to change, adapt, adjust to ongoing demands.

Paradoxical as it may seem, setting goals and providing a structure allows for even more freedom and flexibility. With a defined direction and assigned responsibilities, program implementors are far more able to make necessary shifts and adjustments than if they have to gear up from scratch--design a strategy, seek out resources, make arrangements with teachers, orient students, and find a facility.

Efforts that are purposeful, leading to a designated goal, are more effective than efforts that are random or disjointed. Goal-directed activities are more efficient than ones which are unplanned and unorganized. The next step in planning

*Structure allows
more freedom*

How goals help

becomes easier when goals are explicit. The management of the developmental program is facilitated when goals are attainable. Reaching specific goals inspires a sense of achievement and accomplishment for program developers and clients. And, with clear goals, individuals are far more likely to inventory available resources, acquire new, relevant resources, and use those resources.

This is not to say that there is no room for spontaneity or serendipity in program development. In fact, some of the most effective innovations have been developed by persons working toward goals and discovering side benefits or observing effects they were not looking for.

*Beneficial
side effects*

Your goals

Each team will prepare five "Goal Sheets." Your task is to mesh so far as possible the needs of all groups into five clear *goals* that you feel committed to implementing in the months ahead.

*Translating needs
into goals*

Example: Students indicate that their No. 1 need is "developing confidence." Counselors indicate that their No. 3 need is "assisting students to develop self-understanding and feelings of self-worth."

These needs can be considered to "mesh" with each other, and a goal can be developed that will respond to both needs.

However, *goals may not mesh at all*. The top five needs on each of your three needs assessments may appear to be unrelated to each other. In that case, you will have to examine all of the priority needs and come to a group judgment

*Making judgments
about priorities*

as to which ones appear to be paramount. Each goal should reflect commitment to some degree by all members of your team.

An important point to remember is that the goals you set *must evolve from the needs data* so as to possess a defensible and accountable *rationale*. In the space provided, your team should indicate the need or needs from which each goal was derived. For this you would simply write in the prioritized need from your data which served as the basis for setting that particular goal.

*The need from which
the goal was
derived*

Your goals may be for your program, that is, what you deliver to students; or they may be for your staff, that is, skill-building or improved relationships for the team itself and/or total school staff. For every goal you set, however, you must present a rationale as to how that goal will impact on the students. For this, after all, is the over-riding goal of all career guidance efforts: to design and deliver a program that will be of benefit to the clientele you serve.

Kinds of goals

*A rationale for
the goal you
choose*

Example: You decide that your goal is for students to learn about occupations that would be appropriate to their particular needs, strengths, and interests. Your rationale is that students indicated that their second highest need was to identify some possible job opportunities. You also would include the rationale that "possible job opportunities" does not take into consideration individual needs. Therefore, your goal includes the words "appropriate to their...."

In the example given above, your goal sheet would look like this:

GOAL SHEET - No. 1
GOAL STATEMENT: 9th-grade students will learn about occupations that would be appropriate to their particular strengths and interests.
Need: 9th-grade students indicated that one of their strongest needs was to identify possible job opportunities.
Rationale: Student need statement ranked No. 2 in needs assessment. Individual interests and capabilities must be considered in identifying jobs that will be rewarding and satisfying.

To review, then, a *goal statement* is a general statement about how students (or staff) will change as a result of the program.

A *need* is a statement which reflects an identified desire or want by a particular group.

The *rationale* is a statement which establishes a connection between the goal statement and the need.

Definitions

GOAL STATEMENT:

Need:

Rationale:

Performance Indicators	Target Group	Who Delivers?	When?	What Will It Cost?
1.				
2.				
3.				

PERFORMANCE INDICATORS

PERFORMANCE INDICATORS

In the last session your team identified five goals for your career guidance program to which you are all committed. The goals are the moon of the program; the team guides the rocket ship; performance indicators (PI's) mean that the Eagle has landed. PI's are statements that tell you clearly what individuals can do now that they couldn't do before, or what they can do better, having experienced your program. They tell you whether the space shot has been successful. They are the outcomes of your efforts in terms of client behavior, the moon rocks that prove you reached your destination. Without PI's you would still be fumbling at the dials of your computer, wandering around the sky, hunting for the target moon.

Performance indicators are stated in terms like the following:

The individual is able to describe the major expenses of a family of four.

Using our example from the previous session, the PI's might look like this:

Specifying the target

Performance indicators

Performance Indicators

1. Every student will be able to list three strengths he/she possesses.
2. Every student will be able to list three areas of personal interest.
3. Every student will be able to identify at least three occupations that relate to his/her strengths and interests.
4. ...

PI's are extremely important in the program development process. Not only do they legitimize your program so far as documenting the outcomes, they also become the heart of the evaluation of its effectiveness. Carefully written PI's make everything that follows easier. Goals move from vague, idealistic visions to attainable targets; individuals performing guidance functions deal with clear and manageable processes; clients in the program sense direction and possess verifiable evidence of growth and change.

*PI's critical
to evaluation*

The next step in planning your career guidance program is to develop performance indicators for each goal. Be sure to deal with behaviors. Use measurable terms like "demonstrate," "list," "give three examples of," "identify." Phrases like "will understand" or "will learn about" do not provide precise enough descriptions of behaviors for program managers to evaluate.

Criterion levels

You will note that the PI's given in the example are stated in specific, measurable terms. In other words, you have established a *criterion level* for the PI. A *criterion level* is the level of accomplishment that you will accept as evidence that the desired outcome has been achieved.

Minimum criterion level. You may wish to state the *minimum* level of accomplishment which all students should be able to master (as in the example given on page 38).

Minimum

Optimum criterion level. Or, you may wish to state your PI so as to indicate the *optimum* level of accomplishment that you desire:

Optimum

Example: 50% of the students will be able to identify ten occupations that would be appropriate to their strengths and interests.

Accuracy criterion level. Another way of stating a PI is to use an accuracy level of performance. Although this is not appropriate to the example given earlier, the following is an example of an accuracy criterion level:

Accuracy

Example: All 9th-grade students will be able to describe two life goals for themselves that meet at least three of the four criteria for successful goal-setting.

Dated criterion level. Still another way of stating a criterion level for a PI is to set up a *date* by which a certain activity is to be accomplished.

Dated

Example: All students will have developed a brochure about an occupation in which they are interested by October 15, 1978.

The kind of criterion level that you establish depends on how important that PI is to achieving the overall goal and

how significant achieving that goal is for your total career guidance program.

You and the other members of your career guidance team will need to include criterion levels in each of the performance indicators that you develop for the goals on your Goal Sheets. You will be using your PI's (with criterion levels) later on in this workshop when you come to the module on "Evaluation."

For each of the five goals, then, your task is to list at least three PI's in the space provided--clear, demonstrable, measurable statements to provide clear evidence that, indeed, your Eagle has landed!

DESIGNING THE PROGRAM: MY ROLE

You have now worked as a team to develop goals for your career guidance program and to determine performance objectives for the client population. The next step will be to complete the rest of the data on the Goal Sheets.

Before you tackle this part of the program design, it will be advisable to step back and think through clearly how you perceive your role in the total design--what new functions you may perform; how you can fit any new responsibilities into what you are already doing; what you want to or will have to be responsible for; what present activities you may have to omit, or allow others to do. Your eventual goal will be for your team to reach consensus on expectations for and determination of the roles of each individual team member, and of the team, in implementing your Action Plan.

*How can you
fit in?*

Begin by discussing the following questions:

1. Who will have major and/or minor responsibilities in delivering this PI?
2. What role will I play in facilitating this PI?
3. What effect and/or change will these new roles have on my present roles and responsibilities?

As you discuss these questions, jot down suggestions which seem appropriate to helping meet the team's goals on the sheet entitled, "Ideas Generated From the Discussion."

Then, fill in the "Who Delivers" and "Target Group" portions of the Goal Sheets based on "Ideas Generated From the Discussion."

IDEAS GENERATED FROM THE DISCUSSION

DESIGNING THE PROGRAM:

THE SCHEDULE

DESIGNING THE PROGRAM: THE SCHEDULE

Goals and performance indicators represent the bony skeleton of the program design. Planning the schedule--the who, the how, the when--puts flesh on the bones. This can be an exciting process, one that taps the creative powers of everyone involved. Deciding who the target group will be, choosing the best methods and resources, determining when and where and who will be responsible--all of these are components that, carefully thought out, will make the program rich and meaningful, or, without careful planning, dry and uninteresting.

Be specific. Clear identification of persons, times, and places will do much to translate your goals into realities, and your plan into a program that really makes a difference!

*Deciding who,
what, and how*

WIND-DOWN

You have now finished Day 1 of this program, and we hope you have a clearer idea of how to reach consensus, to set goals and objectives for your program, to establish performance indicators, and to allocate roles and responsibilities for those who will be involved in the program.

Day 2 will take you deeper into the process of program design by teaching you the skills of resource acquisition, evaluation, overcoming barriers, and gaining adoption of your program. The goal, of course, is for you to complete your Action Plan so that you can put some of your new skills to work immediately!

APPENDIX A

HOW TO DEVELOP A DISTRICT MASTER PLAN FOR CAREER GUIDANCE AND COUNSELING

Thomas J. Jacobson
Anita M. Mitchell

"Those who fail to plan-plan to fail." Planning as an activity is extolled by many but practiced by few. This article is addressed to involvement in planning and deals with:

1. Issues that should be considered by those who are interested in initiating the planning process in their school or school district.
2. The planning process that was used in one high school district to develop a master plan for career guidance and counseling.
3. The impact that this planning process has had on guidance personnel and others throughout the school district.

Since its inception, the specialty of guidance and counseling has operated without a curriculum and without specified learning tasks and materials. Student outcomes of guidance intervention, if defined at all, have been unilaterally determined by the individual counselor. Failure to define and communicate guidance curriculum and intervention processes has caused the public to question the value of counseling services. Time spent in planning a career guidance and counseling program can provide a school district with:

1. A framework for the superintendent and principals to develop, manage, evaluate and modify their guidance programs.
2. A counseling and guidance program that is defined from a number of different viewpoints of counselors, students, parents, teachers, administrators, and community business people.
3. Counselors, administrators and community personnel with skills in the planning process.
4. A model against which to measure all counseling and guidance programs in the district.

THE PROCESS

Decision makers and implementers. Before program planning can begin, decision makers must be identified, and the decision areas defined. Typically, there will be a district office administrator and an administrator from each participating school designated as the persons with the responsibility and authority to make

decisions, and an expressed commitment to the program. These persons then identify tentative decision points. Another level of program planning is the coordination function. This could be the responsible administrators, but is more likely to be their designee, who is typically the director of guidance of each school. This person is responsible for managing people and information during the planning, implementing and evaluation of the program. The third level of the process is reviewer/reactor function. Representatives of students, teachers, counselors, parents, and community (business, industry, labor, and government) are identified, and their commitment to the reviewer/reactor function is established. As each part of the program progresses, preliminary plans are submitted to the reviewer/reactor panels for review/reaction; input is then seriously considered in the modification of plans as the system is developed by decision makers.

System design. Before starting to put the parts of the system together, decisions need to be made concerning the theoretical base of the program. There are several good theoretical models available on which to base your program. The Grossmont Union High School District adopted the California Model for Career Development (1); a district might develop its own model, based on whatever theory is consistent with the district philosophy (which may need clarifying). If this step is bypassed, the system is almost sure to collapse at some point of its construction. It is the linkages between and among program components that give a plan its system quality and internal consistency. Once the model has been selected or designed, and has been endorsed by each of the three levels of participants previously described, the parts of the system must be stated and defined in terms of tasks, talent, and time.

Task, talent, time analysis. As soon as the participating groups (administrators, coordinators, and reviewer/reactor groups) have agreed on the steps to be taken in developing a master plan for career guidance, a Task, Talent, Time (T-T-T) chart should be prepared. This states the objectives of the planning process, with each objective divided into specific tasks or activities to be performed; (Task) for each task you will designate the person who will be responsible, (Talent) the date on which it should be completed, (Time) and the method for determining whether or not it has been done. Additional columns are then completed, indicating actual date of completion, and comments about any deviation from time or evaluation criteria.

Statement of goals. The conceptual model will suggest goals.

four functional levels are awareness (knowledge), internalization in terms of self (the students relate the knowledge to their own life plans), action, (the students utilize the knowledge and understanding in their own career planning), and evaluation, (the students evaluate the effects of their action and decide whether to persist in the same direction, change directions, or leave that learning as completed or abandoned). There should be enough objectives stated to provide the needed evidence, but not enough to be cumbersome.

Resource assessment. Before determining which strategies should be employed for moving students toward attainment of selected priority objectives, it is necessary to define the limit of the resources with which such implementation must take place. This means a careful assessment of available personnel (both time and talent), available space (for individual, small and large group meetings), equipment, materials, and budget. Resource assessment must also consider the availability of these resources, such as questioning how teachers feel about having students taken from their classes for guidance activities, and about teaming with counselors in implementing a guidance unit. What is the disposition of the Board of Education toward career guidance? How supportive is the administration? What is the availability of volunteer workers? What will the support of business and industry be? When all resources and constraints have been listed, a task force familiar with the situation should consider ways to remove the constraints, and thus increase the resources. Refined lists of resources will also help determine the feasibility of utilizing alternate implementation strategies.

Selection of strategies. Strategies for assisting students in their progress toward objectives selected for implementation need to be developed. One of the best sources of possible strategies is the Current Program Assessment explained earlier. Examination of the data from that assessment will usually result in the identification of one or more creative, feasible, affordable strategies that work. Brainstorming with staff might produce viable alternate strategies in addition to published sources of strategies such as Campbell, et al (2). The strategy selected should be one that can be implemented with the least commitment of resources (people, time, materials) and a high degree of effectiveness. The person(s) implementing the strategies should be involved in the selection of strategies.

Competency analysis. As soon as the goals and objectives to be

Any model could serve as an umbrella for a vast number of goals and it will be important to limit goals to those that are most appropriate and desirable in your particular school situation. Possible goals are listed, stated in terms of student needs, and used as a basis for the desired outcomes assessment and current program assessments described below. Once these priority needs have been identified, goal statements should be refined to reflect appropriate and desirable goals which address the needs. Implementing only a limited number of the goals in the first year may be opted for, but all the goals of an ideal program for the district or school to give direction to future program implementation stages should be defined.

Needs assessment. This term is often misused and misunderstood. Needs are not unstructured, off-the-top-of-the-head wants, but rather, statements of value or position related to a specific, theoretical model. A needs assessment must have two parts, a desired outcome assessment and a current program assessment. To determine needs, you first present the possible student outcomes of the conceptual model to representatives of all those involved in and with the school (students, teachers, counselors, administrators, parents, and representatives of local business, industry, labor and government) and ask them to select the outcomes they feel are most important. Priorities are derived from the results of these selections.

Next, a current program assessment is conducted, again using the possible student outcomes derived from the conceptual model. All school faculty are asked to identify each of the student outcomes addressed in their program, the students who are the recipients of such instruction, the methods and materials of implementation, and the evaluative criteria used for determining that the outcomes have been achieved. This process gives all staff members an opportunity to relate their own programs to the conceptual model, and emphasize the good things they are doing in career guidance. It also provides some management data for individuals, departments, and grade levels to see each concept in relation to the curriculum, methods, and materials already being used successfully, and evaluation strategies that are already working. In this way, resident experts and promising practices are located and form a base for program development.

Statement of objectives. Just as there are a number of goals that can be stated for each concept, a number of objectives can be stated for each goal. It is important to decide at which developmental level each goal will be addressed (introduced, reinforced, mastered), and then to be precise in stating objectives that, when reached, will serve as evidence of mastery of the goal. The

addressed in the initial implementation of the program have been decided and the strategies to be used, it is important to determine whether current staff competencies are sufficient to implement these strategies. For this purpose, an analysis of staff competencies needs to be completed, selecting strategies and developing a list of needed competencies. For instance, if one of the strategies is to engage ten students in an ongoing peer counseling experience, it is important to know if any staff member has the competence to train and monitor peer counselors. Once the list of needed competencies has been developed, a survey of the staff will be needed to determine each staff member's area of competence. Analysis of results of the survey will clearly indicate the areas in which staff development is needed.

Staff development. Staff development should be provided by the school or school district with no cost to staff members. Determining who should be involved in any staff development unit is based on deciding who will be involved in implementing each strategy. If those implementing the strategy do not have the requisite competencies, they should be included in that portion of the staff development program. Others may also be invited to participate. Leaders for individual staff development units may be secured from many sources. Often, the very best source is the staff of the school or district itself.

Staffing strategies. It would appear simple to use staff members in their areas of competency, but this is not always feasible. For instance, a math teacher may have interpersonal skills that a counselor lacks, but this is not cause for giving the counselor's interpersonal activities to the math teacher. On the other hand, if one group of teachers has the competencies and is implementing programs in one area of career guidance, it would be foolish to take this unit out of their department and train the teachers in another department to do the same thing. In determining staff strategies, the administrator needs to look at program needs, staff competencies, current responsibilities of each staff member, and attitudes of staff members toward change.

Criterion measures. In any system, there must be provision for determining the efficacy of each of its parts. The whole purpose of implementing a career guidance system is to help students acquire behaviors that will facilitate their career development. To determine whether or not the parts are working, it is necessary to apply criterion measures for each selected objective, both before and after implementation of the strategy. Pretesting will

determine baseline, or, where the students are in the area that the unit covers, and if they need the instructional unit; post-testing determines whether the strategy was effective. Emphasis is not on the teacher or on the learner, but on the program component: Does it work? This furnishes information for modification of strategies. Sometimes it also shows that the objective needs to be refined, or even that the population selected for implementation of the strategy was poorly chosen. Again, a linkage is developed, showing where the system is not working and giving information to the decision makers, who then must make decisions about modification and recycling of specific program components.

Evaluation. Program evaluation is comparatively simple if a record-keeping system is developed to help plot individual students' progress in terms of mastery of specific objectives. Students should have a profile showing the desired objectives. As their performances on pre- or post-criterion measures support their mastery of an objective, the teacher (or counselor) dates and initials the cell of the profile that represents that objective. This makes it easier to perceive each student's career development, and counselors and students have information that suggests the next step interventions. Students can be grouped for units, based on objectives not yet mastered, and program evaluation can be accomplished by analyzing progress of individuals and groups.

Budget projections. Once the parts of the system have been designed and analyzed for internal consistency, the budget will need to be prepared. To determine budget, a task, talent, time analysis will need to be prepared, based on your best judgement of the resources that will be needed to carry out each part of the program. Budget must reflect utilization of current resources as well as justification for added expenses. Since each budget item should be related to specific objectives the budget cannot be prepared until decisions have been made concerning the goals and objectives to be implemented, strategies to be used, staff to be involved, staff development activity needed, and evaluation design and procedures to be followed.

Impact of the planning process. What kinds of problems are encountered when starting the program planning process? The easiest problems to cope with are the procedural or mechanical ones such as how to write goals and objectives, run meetings, disseminate information, etc. The most difficult problems to deal with are those that are political, such as who to include in decision making, who will be required to participate in follow-

through and implementation. Our experiences in the Grossmont Union High School District suggest that the following reactions can be expected from staff during the different phases of the planning process:

Phase I-Decision to plan. "We need it." Dedication-"Let's do it." Devotion-"We'll support it." Perseverance-"All the way through to finish the program plan."

Phase II-Participation in the planning process. "Taking too long." "We are too busy." "I have other priorities." "There is too much commitment demanded." "I am depressed and want this project off my back." "I wanted to participate but not this much." "I thought if I slowed down and did not participate things would stop." "I can begin to see what you mean." "I don't understand this process." "This plan is going to make us change a lot of things we are doing."

Phase III-The plan is completed. "We are glad the plan is completed." "That's not our plan, it's a district plan." "Put it on the shelf, it is irrelevant to our program." "The data and responses in the report don't reflect us; we are different." "The plan is being rammed down our throat." "We won't implement a district plan." "We are too busy right now." "We wanted a plan, but not one that would make us do anything different." "We are not sure we want to follow through with this plan."

Phase IV-Implementation of the plan begins. "We won't touch that plan." "They can't make us do it." "Their plan, not ours-but there is no local plan." "We are beginning to see how implementing the plan can help." "We have stopped philosophizing, and arguing, and are now trying to get going on planning our program." "We know we need a program and are working on ours now." "We have our program on paper, have developed a needs survey to determine what additions to add to our program and have a year-long calendar worked out." "We have a plan and are making changes in our program." "Our plan is giving us something to use with the administration to argue for and support a guidance budget, a change in facilities, additional staff."

SUMMARY

Can the process used in planning the Grossmont Union High School District Master Plan for Career Guidance and Counseling be applied to other guidance program areas? It can, it has been, and is currently being applied to other guidance areas, most recently in a Social Work Services Program...

The Grossmont Union High School District Master Plan for Career Guidance and Counseling, 359 pages, is available in the ERIC System. (ERIC Document Reproduction Service No. 112 342.)

APPENDIX B.1

COUNSELOR NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a counselor I need assistance in:

	little	some	much	great
1. communicating effectively with other school personnel				
2. communicating effectively with student populations				
3. communicating effectively with parents				
4. communicating effectively with community members				
5. examining and dealing with personal biases				
6. using group counseling techniques				
7. establishing a career guidance team				
8. functioning effectively in groups				
9. utilizing paraprofessionals in career guidance programs				
10. acting as a consultant when appropriate				
11. updating existing knowledge and competencies				
12. developing and practicing change agent skills				
13. utilizing information retrieval systems				
14. developing and administering a needs assessment instrument for students				

As a counselor I need assistance in:	little	some	much	great
15. establishing career guidance goals and objectives based on needs assessment data				
16. translating goals and objectives into performance indicators				
17. developing a career guidance action plan for implementation				
18. designing and administering competency-based evaluative instruments				
19. assessing evaluated data to determine impact of career guidance programs on students				
20. utilizing evaluated data to redesign career guidance programs				
21. surveying former students to improve current career guidance programs				
22. formulating reports and disseminating results				
23. developing strategies for student advocacy				
24. publicizing ongoing career guidance activities				
25. designing and conducting inservice staff development programs				
26. designing and maintaining a career resource center				
27. assisting students in assessing personal characteristics				
28. assisting students in clarifying their needs, values, roles, objectives, and goals				
29. assisting students in developing interpersonal skills				
30. assisting students in understanding and exploring life career options				

As a counselor I need assistance in:

	little	some	much	great
31. assisting students in acquiring and practicing career decision-making techniques and processes				
32. assisting students in developing and implementing personal action plans				
33. assisting students in exploring occupational and educational placement opportunities				
34. assisting students in developing employability skills				
35. assisting students in educational placement				
36. assisting students in job placement				
37. assessing personal, educational and career concerns of special student populations				
38. identifying special student groups and generating career guidance programs to meet their unique needs				
39. collecting and disseminating information to all educational personnel regarding special student populations				
40. eliminating stereotyping in career guidance programs				
41. assisting students in exploring the changing nature of life/work/leisure patterns throughout the aging process				
42. incorporating futuristic thinking and planning in career guidance programs				
43. other:				

APPENDIX B.2

STAFF NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a staff member I need assistance in:	little	some	much	great
1. communicating effectively with other school personnel				
2. communicating effectively with student populations				
3. communicating effectively with parents				
4. communicating effectively with community members				
5. examining and dealing with personal biases				
6. functioning effectively in groups				
7. acting as a consultant when appropriate				
8. updating existing knowledge and competencies				
9. developing and practicing change agent skills				
10. utilizing information retrieval systems				
11. understanding career guidance goals and objectives based on needs assessment data				
12. translating goals and objectives into performance indicators				
13. infusing career materials into the curriculum				

As a staff member I need assistance in:

	little	some	much	great
14. designing and administering competency-based evaluative instruments				
15. assessing evaluated data to determine impact of career activities on students				
16. utilizing evaluated data to redesign career activities				
17. designing and conducting inservice staff development programs				
18. assisting students in understanding and exploring life career options				
19. assisting students in acquiring and practicing career decision-making techniques and processes				
20. assisting students in developing and implementing personal action plans				
21. assisting students in exploring occupational and educational placement opportunities				
22. assisting students in developing employability skills				
23. assisting students in educational placement				
24. assisting students in job placement				
25. eliminating stereotyping in materials used by students				
26. assisting students in exploring the changing nature of life/work/leisure patterns throughout the aging process				
27. incorporating futuristic thinking and planning in career activities				
28. other:				

APPENDIX B.3
STUDENT NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a student I need assistance in:	little	some	much	great
1. developing confidence				
2. understanding myself as a person				
3. making and getting along with friends				
4. dealing with personal problems				
5. getting along with my parents				
6. getting along with the opposite sex				
7. identifying my interests				
8. understanding how my sex and/or race may influence my career choice				
9. understanding the changing roles and expectations of men and women				
10. understanding my values and the values of others				
11. realizing how important people influence my career choice				
12. understanding how the things that are important to me affect my career choice				
13. making decisions				
14. knowing what may happen because of a decision				
15. taking responsibility for my decisions				
16. being able to work well with others				

As a student I need assistance in:	little	some	much	great
17. choosing a vocational school or college to attend after high school				
18. learning about financing further training or education				
19. planning and choosing course selections				
20. knowing how the courses I am taking relate to my career plans				
21. knowing how to prepare for careers in which I am interested				
22. developing a plan for job preparation and personal growth				
23. learning more about possible job opportunities				
24. understanding my abilities and aptitudes				
25. doing some in-depth exploration of materials about jobs which relate to my interests and abilities				
26. getting to talk with people employed in an occupation which is interesting to me				
27. understanding the various educational alternatives and how they relate to me				
28. getting actual on-the-job experience to know what it is like to be employed				
29. developing a skill that will help me earn money				
30. knowing how to interview and complete an application for a job				
31. knowing where to start looking for a job				
32. finding a part-time job while in school				
33. finding a job after graduation				
34. other:				

DAY 2

61

61

RESOURCES

RESOURCES--GOAL.

This section of the program is designed to help you collect, evaluate, and utilize career guidance resources in an organized manner. The text suggests systematic procedures, and the appendices contain various tools for resource acquisition.

OBJECTIVES

On completion of this section of the program, you will be able to:

1. Describe career guidance resources available in your local setting.
2. Plan strategies for acquiring new resources.
3. Evaluate any resource using the Career Resource Evaluation Sheet.
4. Utilize a systematic plan to identify appropriate resources for a given activity.

OUTLINE

1. Collection of resources
2. Evaluation of resources
3. Utilization of resources
4. Summary

RESOURCES

Ever have the daydream that you've won the "grocery sweepstakes"? That's the deal where you're given one hour to fill as many grocery carts as possible with all the food you can carry. What would you pick first--what costs the most, what your favorite food is, what you don't have already at home? It would probably be smart to have your strategy all worked out, just in case As a matter of fact, when it comes to gathering up anything, it helps to have a method to your madness.

*A method to
your madness*

Developing a method is just what this section is all about. We are all aware that career resources are out there. Now that's good news, and that's bad news. The good news is that resources are an integral part of any program and are very necessary. The bad news is that with so much varied material it can be difficult to know what to have on hand, what to ditch, and, hardest of all, what to spend money on. What we need is a systematic way to collect, evaluate and utilize resources.

Phase I--Collection of resources

Phase I involves collecting resources, which consists primarily of three steps, the first of which is assessing and writing down the people and things that are available to you.

STEP 1: Assess and inventory
existing resources in your setting.

Now, once you know what you have, you're usually painfully aware of what you haven't. So, you next have to identify what you need.

STEP 2: Identify needed resources.

This is a subject upon which generally everyone has an opinion, so ask around. Ask students. Look at your students' needs assessment and find out the subjects they want to explore. If kids are saying they want help in exploring alternate life styles, you might want to get a copy of I Was A Teenage Werewolf.

Ask faculty. Since they are often the deliverers of career guidance in the classroom, they will express a need for certain materials. As any self-respecting English teacher will tell you, you can't survive without a dictionary!

And don't forget the man on the street. Ask the community for their suggestions. Parents in particular will have a vested interest in material related to career education outcomes for students. Solicit their ideas about needed career resources.

Consider, too, that there are standard references in career guidance. (For a helpful listing, see Appendix A.) Take a look at these accepted references. Perhaps you see something you just can't go without any longer. You may also

Who to ask

Standard
references

be pleasantly surprised to see how many standard items you already have.

Now that you've separated the "haves" and the "have nots," you must look into your crystal ball. Try to envision what resources will be useful in the future and how you will acquire them.

STEP 3: Develop and acquire new resources.

Sources to be tapped should include *faculty*. Breathes there a teacher who hasn't had a multitude of summer jobs often far removed from his/her teaching duties? Survey your faculty for information about staff members who can provide role models and/or training in unusual skill areas.

*Strategies for
acquiring new
resources*

Likewise, the *community* is filled with untold numbers of individuals working everyday at their jobs who can act as resources. Personal contact with them is the foolproof way to solicit their assistance. A letter followed up by a telephone call is probably the most effective approach to finding out who is willing to help and how.

The length to which the *commercial publishers* have gone to produce material on career guidance is evident in the number of brightly colored promotional pamphlets and brochures that land in your mailbox each day. Publishers are definitely sources of new material. Just remember the words of your favorite Latin teacher, CAVEAT EMPTOR! And in case you're

*Commercial
publishers*

masochistic enough to want to contact any of these people, there's a listing of commercial publishers in Appendix B.

On a national level another resource base is the Educational Resources Information Center (ERIC). This system constitutes the largest body of educational information in the public domain. Within its finely indexed system is a wealth of career materials, resources and activities. For more information about how to use ERIC, see Appendix C.

ERIC

If you have followed these steps religiously and now find yourself up to your armpits in books, games, films, microfiche, cassettes, firemen, lawyers, doctors, and Indian chiefs, you had best move on to the next phase.

Phase II--Evaluation of resources

A recent Guidepost ran an article identifying characteristics of the gifted, one of which was a penchant for collecting things. So, now that you've earned your genius rating by collecting everything about career guidance not nailed down, you must consider those measures necessary to maintain quality resources. To aid in just such a process, the Office of Career Education commissioned a project to design a systematic approach to evaluating career education material. That project's authors were quick to recognize:

Evaluating materials is, of course, a subjective task. The evaluator (assessor) interprets terms, regardless of definition, on the basis of his own background and professional training as well as his own view of what is "best" in instruction in his locale. This is as it should be since career education as a curriculum thrust can only be viable in a given situation if it contributes to that which the local people decide is best.¹

Out of this realization comes a six-step system of evaluation of materials:

1. identification
2. quality
3. special conditions for use
4. content bias
5. research data provided
6. summary evaluation

*Systematic
evaluation*

From these six steps comes the *Career Resource Evaluation Sheet*. This evaluation format can be used for books, films, people, computer programs, the Bureau of Labor Statistics, *ad infinitum*. Its function is to provide you with a systematic means of evaluating a resource. No material is likely to rate a perfect score (100), but any resource which can generate a 60 is worth considering. If you like to compare resources by score, you maybe have found an aid to prioritization for your budget... Use your imagination.

¹Peat, Marwick, Mitchell and Co. A systematic approach to evaluating career education materials at the local level. Washington, D.C.: Office of Career Education, 1974, p. 2-3. (ERIC Document Reproduction Service No. ED 109 381)

Activity 1-Rate the Resource

This activity provides you with a written evaluation form to help you make decisions about the quality of a particular resource.

Our task is to select a resource from our "dugout," and using the Career Resource Evaluation Sheet, rate the resource. Ask yourself the ultimate question. Would you buy it?

Rate the resource

Activity 1 is designed to take you through a SYSTEMATIC method of evaluation in the form of the *Career Resource Evaluation Sheet*. Now there may be one or two doubting Thomases among you who say, "I'll never use this! It takes too much time! I've got better things to do than fill out forms!" Before you toss this formal evaluation, consider its merit in the face of a cost accountant on your Board of Education who wants to know exactly how you decide what career resources to purchase. The results of such an evaluation then become a concrete measure of your efforts.

If you are not presently personally accountable for every penny, perhaps a written evaluation isn't necessary. Hopefully, though, you will still retain a mental picture of the major elements in reviewing resources. Going through the written evaluation once now, should give you some guidelines for your mental evaluation later.

Phase III--Utilization of resources

Welcome to phase III! You have now evaluated all your resources and possess an appropriate collection of materials for your setting. Plus, you have the means to evaluate any new

CAREER RESOURCE EVALUATION SHEET

Check the appropriate column that answers the question - *Is this aspect of the resource suitable for use in my setting?*

TITLE _____

	NO WAY:	ROCKY ROAD	ADEQUATE	BETTER THAN AVERAGE	TERRIFIC!
1. cost					
2. packaging					
3. type of material (teacher's manual, workbook)					
4. grade, reading and/or comprehension level					
5. use with special groups, i.e. handicapped					
6. subject area					
7. instructional approach (small group, individual)					
8. easily identifiable objectives					
9. clearly explained methods					
10. sound theoretical base					
11. measurable evaluation					
12. flexible, adaptable for many uses					
13. clearly stated instructions for success					
14. staffing needs (teacher, counselor, other?)					
15. physical facilities, special equipment					
16. stereotyping sex roles					
17. racial, ethnic, religious bias					
18. job denigration					
19. statement of previous success of material					
20. awareness of future trends					
Total # of checks in column					
Multiply # of checks by ----- and put total in box below	1	2	3	4	5
Add across to get grand total					

70

Grand
Total

70

material you may acquire. Now, where are you going to put everything? And how are you going to use all this neatly organized material?

At this juncture you should consider a *retrieval system*-- that is, a way of getting your hands on what you want when you want it. You should be able, in a succinct fashion, to tell someone what resources are available in your setting and how to find them. You may want to institute the use of a filing system, a community resource guide, or a Labrador retriever, or revitalize your photographic memory. But do something! Don't succumb to the temptation that someone will always know where almost everything is. Such *laissez faire* approaches have led to the storage of overhead projectors in boiler rooms where their only use was at the janitors' coffee break when they played tic-tac-toe!

So, given the ability to retrieve material, where do all these resources fit into your career guidance plan? In your systematic approach to career guidance, you have already assessed needs, developed goals and performance indicators. In addition, you have begun to identify implementation steps for those indicators. For every implementation step you will probably need a RESOURCE or two! As you mentally tick off who's doing what with which materials, you are utilizing resources. Systematically, your tasks require you to:

Retrieval System

1. Select people
2. Select materials
3. Select physical facilities
and equipment

A breakdown of these tasks is found in the *Resource Diamond* on the following page.

Activity 2- Resource Utilization

The purpose of this activity is to give you practice in systematically identifying resources to be used.

Using the task analysis displayed in the *Resource Diamond*, your task will be to identify resources for each of the implementation steps you have outlined for the performance indicator selected. (Use the form on page 74 to complete this activity.)

THE BULL PEN: relief is here.
Make sure you have back up power,
no matter what you do.

RESOURCE DIAMOND

THE DUGOUT: where dreams
are made...

2nd
Base

SELECT MATERIALS

examine materials in relation to physical needs -

-consider any totally new resources

decide on necessary hardware equipment-

-review standard references for possible new
acquisitions

- review existing resources in your setting

decide on space necessary-

-brainstorm resource needs from the ideal
to the real

-ask deliverers about resource need

3rd
Base

SELECT PHYSICAL FACILITIES

SELECT PEOPLE

1st
Base

When heading for home,
realize that 2nd and
3rd could be reversed in
the process depending on the
limitations at home.

-identify knowledgeable, available
persons

-identify available persons

-identify knowledgeable persons

HOME PLATE

on
deck
circle

Being on deck means thinking
about what outcome you want to
effect when its your turn to bat.
Remember-you won't always hit a homerun.
Sometimes it's more important
to just get on base...

74

73

RESOURCE UTILIZATION

GOAL STATEMENT NO. ____:

Performance Indicator No. ____:

<i>Implementation Steps</i>	<i>Resources Available</i>	<i>Resources Needed</i>
1.		
2.		
3.		

Summary

So now you've learned how to collect, evaluate, and systematically choose career resources. Now you know everything, right? WRONG! Why you're just catching up! In another thirty seconds, you'll be behind again. Oops, too late! With the fast pace at which society clips along, resources are constantly becoming dated. That's why it's so important to be prepared for the future.

Granted you may well have mastered current information-- but how long will it last? At some point you will want to renew your knowledge. Naturally, you'll want to approach such a renewal systematically. Here are a few strategies to help you along the way:

- 1) Keep updated on new materials coming out monthly in ERIC.
- 2) Contact your State Department of Education periodically about publications.
- 3) Get on the mailing list of the organizations which reflect new trends in the field.
- 4) Go to conferences, seminars, workshops. Check out new ideas you hear about.

The important thing to remember is to be aware. Changes are taking place all the time. Whether you want to assimilate those changes into your program or not will depend on your systematic evaluation, and you can't evaluate what you do not know.

Finally, don't give up your daydreams! Who knows, you may be in a supermarket someday and someone will walk up to

you and say, "Hello, aren't you my son's counselor? Has
he talked to you about going to Mars to study next term?"

APPENDIX A--STANDARD REFERENCES

From Career Resource Center: A Handbook for Implementation - ED 112 213

CAREER INDEX. Chronicle Guidance Publications, Inc., Moravia, New York 13118. Published annually. \$11.00

Lists free and inexpensive literature by careers and also by organizations that publish that literature.

EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS. Saterstrom, Mary H. and Steph, Joe A. Educators Progress Service, Randolph, Wisconsin 53956. Published annually. \$8.75

Sources of free films, filmstrips, and printed materials.

NGVA BIBLIOGRAPHY OF CURRENT CAREER INFORMATION. Publications Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. 1973. \$2.00

Very good list of available literature arranged by careers. Each listing is evaluated according to NVGA standards and vocabulary level. A second part describes and evaluates career films.

OCCUPATIONAL LITERATURE: AN ANNOTATED BIBLIOGRAPHY. Forrester, Gertrude. H.W. Wilson Co., 950 University Avenue, Bronx, New York 10452. 1971. \$15.00

Excellent source for starting an occupational library. Material is listed alphabetically by occupation with asterisks by some to indicate better quality.

SENIOR HIGH LEARNING RESOURCES FOR CAREER EDUCATION. N.J. Occupational Resource Center, Building 871, R.M.C. Plainfield Avenue, Edison, New Jersey, 08817. 1973. \$1.00 (Jr. High and Elementary editions also available for \$1.00 each).

Very handy list of a variety of resources ranging from simulation games to films. Includes ordering information and annotations.

CAREER EDUCATION NEWS. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606. \$30.00 for annual subscription.

Newsletter published twice a month from September thru June.

COUNSELOR'S INFORMATION SERVICE. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W. Washington, D.C. 20036, \$9.00 for yearly subscription.

A quarterly annotated bibliography of current career and educational literature.

INFORM. National Career Information Center, APGA, 1607 New Hampshire Avenue, Washington, D.C. 20009. \$15.00 per year for APGA members and \$25.00 per year for non-members.

This monthly newsletter identifies a variety of sources for free and inexpensive career information.

THE PERSONNEL AND GUIDANCE JOURNAL. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. \$20.00 per year or included in membership.

These monthly issues contain a section that includes reviews of recently published professional materials.

THE VOCATIONAL GUIDANCE QUARTERLY. National Vocational Guidance Association, a division of American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. \$8.00 for yearly subscription or included in membership.

Each quarterly issue contains an evaluation of current career information. Very helpful for updating purposes.

OTHER USEFUL SOURCES

BARRON'S GUIDE TO THE TWO-YEAR COLLEGE. (Vol. 1) Barron's Educational Series, Inc. 113 Crossways Park Drive, Woodbury, New York 11797. 1972. \$3.95.

OCCUPATIONAL PROGRAM SELECTOR. (Vol.2) 1972. \$2.50

Volume 1 provides information on 1230 colleges.
Volume 2 identifies two-year colleges through an occupational program index.

CAREER OPPORTUNITIES FOR TECHNICIANS AND SPECIALISTS. J.G. Ferguson Publishing Company, Chicago, Illinois. 1970. \$44.75 for set of five or \$11.95 per book.

Set includes: Health Technicians; Engineering Technicians; Marketing Business and Office Specialists; Community Services and Related Specialists; And Agricultural, Forestry, and Oceanographic Technicians. Highly recommended. Particularly

relevant since many jobs in the future will require less than a four-year college diploma but more than a high school diploma.

CAREER WORLD. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040. \$2.95 per copy per year (minimum 15 orders to one address.)

Excellent periodical published monthly during the school year for secondary school students. Contains interesting articles on a variety of careers.

COMPARATIVE GUIDE TO AMERICAN COLLEGES. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N.Y. 10016. 1972. \$5.95

Very helpful source for basic information about four-year colleges across the country.

COMPARATIVE GUIDE TO TWO-YEAR COLLEGES AND FOUR-YEAR SPECIALIZED SCHOOLS AND PROGRAMS. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N.Y. 10016. \$7.95, for hard cover and \$3.95 for paperback.

Particularly useful for locating programs in such fields as Art, Dance, Theater, etc.

CONCISE HANDBOOK OF OCCUPATIONS. J.G. Ferguson Publishing Company, Chicago, Illinois. 1971. \$11.95

Short job descriptions of 400 occupations.

DICTIONARY OF OCCUPATIONAL TITLES. U.S. Government Printing Office, Washington, D.C. 20402.

Vol. 1 Definition of Titles, 3rd Edition, 1965. \$5.00

Vol. 2 Occupational Classification and Industry Index. 3rd Edition. 1965. \$4.25

Supplements 1 and 2 - Selected Characteristics of Occupations by Worker, 1966. \$2.75. Traits and Physical Strength, 1968. \$1.25

Training Manual. 3rd Edition, 1965. Part A - 25¢, Part B - \$1.75.

Necessary reference if literature is filed according to the DOT code.

JOB GUIDE FOR YOUNG WORKERS. U.S. Government Printing Office, Washington, D.C. 20402, 1969. \$1.50

Provides an overview of occupations in a concise and easily readable format.

JOBS FOR WHICH A COLLEGE EDUCATION IS REQUIRED. 10¢

JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS GENERALLY REQUIRED. 10¢

JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED BUT NOT ESSENTIAL. 10¢

JOBS FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE. 10¢

JOBS FOR WHICH JUNIOR COLLEGE, TECHNICAL INSTITUTE OR OTHER SPECIALIZED TRAINING IS USUALLY REQUIRED. 10¢. U.S. Government Printing Office, Washington, D.C. 20402.

These pamphlets are very helpful when looking at jobs in terms of the educational requirements. They could be kept in the reference section or placed in literature racks for students to browse through and keep if desired.

LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE. 4th Edition. 1973. Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020. \$7.95

Lists schools that offer training in more than 250 careers.

LOVEJOY'S COLLEGE GUIDE. Simon and Schuster, Inc., 630 Fifth Avenue, New York, N.Y. 10020. \$4.95

Provides the reader with a nationwide list of two-year and four-year colleges. Also includes an academic program index.

OCCUPATIONAL OUTLOOK HANDBOOK. 1972-1973 Edition. U.S. Government Printing Office, Washington, D.C. 20402, \$6.25.

An absolute must for a Career Resource Center. Multiple copies should be available. In addition to the HANDBOOK, the Occupational Outlook Reprint Series can be purchased for \$16.55 and the 128 pamphlets can be stored in the occupational file.

For faster service try ordering through the regional office of the Bureau of Labor Statistics. The New York Area Office is located at 1515 Broadway, New York, N.Y. 10036.

OCCUPATIONAL OUTLOOK QUARTERLY. Bureau of Labor Statistics, Washington, D.C. 20212. \$4.30 per year.

A necessary companion to the OCCUPATIONAL OUTLOOK HANDBOOK.

ON THE JOB. J.G. Ferguson Publishing Company, Chicago, Illinois, 1970. \$7.95

A collection of 65 jobs discussed by actual people performing that job. They are written in the first person and include insights into the life styles involved as well as the daily work experiences.

PROFILES OF AMERICAN COLLEGES. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797. \$5.95.

Reference book that provides a thumbnail sketch of four-year colleges listed by state.

SELECTED HEALTH CAREERS IN NEW JERSEY. Division of Planning and Research, Labor and Industry Building, P.O. Box 359, Trenton, N.J. 08625. 1973.

Descriptions of health careers with lists of institutions that provide preparation within the state.

TRADE AND TECHNICAL SCHOOL DIRECTORY (NORTHEASTERN UNITED STATES). Chronicle Guidance Publications, Inc., Moravia, New York 13118. 1971. \$3.00.

Lists and describes trade and technical schools in the Northeast. Also provides an index to majors.

YOUR JOB AS A REPAIRMAN OR MECHANIC
THINKING OF AN OFFICE JOB?
FOREIGN LANGUAGES AND YOUR CAREER
SOCIAL SCIENCE AND YOUR CAREER
BIOLOGY AND YOUR CAREER
SCIENCE AND YOUR CAREER
LIBERAL ARTS AND YOUR CAREER
ENGLISH AND YOUR CAREER
THE OUTDOORS AND YOUR CAREER

U.S. Department of Labor, Bureau of Labor Statistics, 1515 Broadway, New York, N.Y. 10036. 1972. Single copies free.

These leaflets list occupations that relate to various disciplines. Information for ordering the Occupational Outlook Handbook reprints is also provided. The leaflets could either be kept in a reference section or placed in literature racks for distribution.

KITS AVAILABLE

OCCUPATIONAL EXPLORATION KIT. Science Research Associates, Ind., 259 East Erie Street, Chicago, IL 60611. 1972. \$143.35.

This kit contains 400 occupational briefs. It also has an exploration program that allows students to answer questions about their educational plans, word ability, math ability, and interests. Using overlay cards, numbers appear that match the answers and refer to some of the 400 briefs in the kit.

OCCUPATIONAL MICROFILE. Chronicle Guidance Publications, Inc., Moravia, N.W. 13118. \$60.00. Updating Service, \$41.00.

A microfilm edition of the Chronicle Guidance Briefs. The information appears on microfiche which are filed in a small metal box. When used with a microfiche reader-printer, students are able to produce their own career briefs.

OCCUPATIONAL VIEWDECK. Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118. 1972. \$85.00.

An exploration kit that solicits responses in the following areas; interest, temperament, educational plans, physical demand, etc. Using overlay cards for their answers, students receive names of suggested occupations to explore.

SEMI-SKILLED CAREERS KIT. 150 career briefs and job guides, \$45.00.

INDUSTRIAL CAREERS KIT. 150 career briefs and summaries, \$45.00.

BUSINESS CAREERS KIT. 120 career briefs and summaries, \$37.20.

SCIENCE AND ENGINEERING CAREERS KIT. 120 career briefs and summaries, \$37.20.

HEALTH CAREERS KIT. 120 career briefs and summaries, \$37.20.

PROFESSIONAL CAREERS KIT. 550 career briefs and summaries, \$81.00.

Careers, Inc., P.O. Box 135, Largo, Florida 33540.

The above kits can be purchased separately or as a package. The prices include one year's subscription to the updating service. After the first year, there is a fee for updating.

VIEW-VITAL INFORMATION FOR EDUCATION AND WORK. Central Jersey Industry Education Council, 71 Main Street, Woodbridge, New Jersey 07095. \$50.00. (\$25.00 per year for updating.)

A set of aperture cards that describe 99 occupations that exist in central New Jersey. Some of the information would apply only to the job as it exists in this geographic region (Somerset and Middlesex Counties). Since the information is on microfiche, users must have access to a microfiche reader. The set is expanded every year.

APPENDIX B--COMMERCIAL PUBLISHERS

Excerpted From CORE COUNSELING COMPETENCIES- ED 128 757

CAREER INFORMATION

Federal Agencies. Almost all federal agencies publish information concerning occupations. Information about government publications of all kinds may be obtained by ordering the monthly catalog from the Supt. of Documents, U.S. Government Printing Office, Washington, D.C. This catalog lists all the materials published during the previous month. An alternate method of obtaining most information pertinent to counselors is to ask to be placed on the mailing list of the agencies which publish the bulk of federal occupational literature. These agencies include the Department of:

- Agriculture
- Defense
- Health, Education and Welfare
- Interior
- Labor (source of the Dictionary of Occupation Titles and the Occupational Outlook Handbook)
- State
- Treasury
- Civil Service Commission
- National Science Foundation
- National Aeronautics and Space Administration
- Office of Economic Opportunity

State Agencies. The sources at the state level which would probably provide the greatest amount of information would be the Department of Public Instruction and the State Employment Service.

Commercial Publishers. The following companies publish subscription services or series of monographs, pamphlets or books which deal with career information.

- Bellman Publishing Co., Box 172, Cambridge, Mass. 02138
- B'Nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036

- Careers, Largo, Fla. 33540
- Chronicle Guidance Publications, Moravia, N.Y. 13118
- Finney Company, 3350 Gorham Ave., Minneapolis, Minn. 55426
- The Guidance Centre, 371 Bloor St. W., Toronto, Ontario, Canada
- Institute for Research, 537 S. Dearborn St., Chicago, Ill. 60605
- Julian Messner, 1 West 39th St., New York, N.Y. 10018
- Personnel Services, Inc., Box 306, Jaffrey, N.H.
- Research Publishing Co., Box 1474, Madison, Wis. 53701
- Science Research Associates, Inc., 259 E. Erie, Chicago, Ill. 60611
- Vocational Guidance Manuals, 235 East 45th St., New York, N.Y. 10017
- Western Personnel Institute, 10th and Dartmouth, Claremont, California
- World Trade Academy Press, 50 E. 42nd St., New York, N.Y. 10017

The reader is referred to the books: Career Information in Counseling and Teaching by Isaacson, Allyn and Bacon, 1973, The Information Service in Guidance by Norris, Zeran and Hatch, Rand McNally, 1973, and Personalizing Information Processes by Hollis & Hollis, The Macmillan Company, 1970 for comprehensive listings of sources of printed information.

APPENDIX C - HOW TO USE ERIC

- ERIC means Educational Resources Information Center.
ERIC produces a collection of microfiche of documents relating to all facets of education.
- There is a wealth of information about career guidance in ERIC.
- You can use the ERIC system by going to any institution which has an ERIC microfiche collection. (A listing of locations of ERIC collections in Michigan follows.)
- Go to the ERIC collection nearest you and ask a librarian to show you
 - 1) the Thesaurus of ERIC Descriptors
 - 2) the Resources in Education (RIE) index
- The Thesaurus lists all the words by which ERIC documents are indexed. Check the descriptor "career education". (It's on page 30.) You can use any of the words under that descriptor to look up documents about career education in RIE.
- Now go to the RIE. There are monthly editions (they're skinny) and there are annual editions (they're fatter). RIE's have a section called document resumes and a section called subject index. Look at the top of the page in the RIE until you find the subject index. Your subject is career education. Look for it in the subject index. Under that subject will be a list of titles and numbers that look similar to this:

Career Information Center: Staff Roles

ED 127 461

You can read an abstract (summary) of that article by looking in the front part of the RIE in the document resume section for the ED number 127 461 or whatever number you choose.

- If you like what you read you may want to examine the entire document. To do this you will have to ask the librarian where the microfiche are located. She will either show you how to retrieve the microfiche or she will get it for you. In either case the only information you will need is the ED number.
- Although all ERIC documents are on microfiche, they can be ordered as paper copies. Ordering information is always in the back of the RIE.
- This searching process can also be done on computer but that costs still more money. If you are interested in a computer search, write or call the address below.



ERIC/CAPS

Counseling and Personnel Services
Information Center
Suite 2108 The School
of Education Building
The University of Michigan
Ann Arbor, Michigan 48109
(313) 764-3492

ERIC

CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on Career Education

Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Early Childhood Education

University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on Educational Management

University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and para-professional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on Higher Education

George Washington University
One Dupont Circle, Suite 630
Washington, D. C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education
Area of Instructional Technology
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for Junior Colleges

University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; all activities relating to teachers; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; social studies/social science and the community.

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D. C. 20036
Telephone: (202) 293-7280

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses; all aspects of physical education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 ext. 2176

Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

ERIC Clearinghouse on Urban Education
Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations, and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

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APRIL 1978

TRUE CONFESSIONS OF AN ERIC USER

This is the school. Education is a tough business. I know. I'm a counselor. (*Dum-dee-dum-dum-dum.*)

It was 8:05, Monday morning. I was sitting at my desk looking at a stack of schedule conflicts when my phone rang.

"Yes?"

"Smith, is that you? Get over here right away!" The receiver slammed in my ear. As I recognized the voice of the gravel-throated principal, I grabbed my yellow legal pad and left the office at an anxious trot wondering what new task was about to be added to my already overloaded day.

"You wanted to see me, sir?" I mumbled as I walked into the principal's office. There he was chewing on the end of a BIC pen, sitting behind his desk.

"Yes, Smith. I've got a proposition for you. You've been crabbing about the lack of support for guidance activities around here, and I'm not saying you don't have a legitimate complaint... Well, anyway, here's a chance to do yourself some good. A man from the State department of education came to Central Office yesterday with a matching funds proposal. They're looking for programs in career guidance in the classroom. Now if you can get together an outline for some activities, I think the Superintendent would be willing to loosen the purse strings since a matching grant of \$800 is involved. Well?!"

"Yessir! Of course I'll be glad to work something up." I couldn't believe my ears. The principal was finally thinking of the guidance department as something other than a schedule-changing bin. "I know a couple

of the faculty who'd go along with some activities. And with money for materials, I think this could generate the kind of visibility we need!"

"OK, OK! Stow it," the principal said, being somewhat overwhelmed by my exuberance. "Just get the outline together so we can get this ball rolling. This is the chance you've been waiting for so don't let me down!"

"No, sir! I won't."

"Alright, have your material into me and I'll personally deliver it to the State Department Office on Wednesday afternoon. I've got a meeting there then anyway."

Suddenly, the room began to spin. I felt as though everything was closing in on me. "Wednesday, sir?" I whispered weakly, "but that's the day after tomorrow..."

"Good heavens, Smith! I can read a calendar!" The principal grimaced as he threw his pen on his desk. "If you're going to start whimpering about the time, let's forget the whole thing!"

"N-No, sir," I stuttered, "I'll have everything by Wednesday." I grabbed my yellow legal pad and headed for my office, heart in hand.

I had only one chance--ERIC. We'd become acquainted while I was taking a course at the Evening College that fall. It was the quickest system available for the retrieval of instructional educational material that I knew of. As soon as school was out, I made it to the library and began searching the latest RIE Index for relevant material. Looking under topics like classroom guidance activities, classroom materials, and career education, this is what I came up with:

ED 105 280 A Handbook for Career Guidance Counselors, Illinois University, Urbana, Department of Vocational and Technical Education

This handbook provided me with ideas about informing the school about career guidance, identifying usable programs and determining experiences which contribute to the development of career planning skills. There were detailed suggestions for activities and resources as well as instructional materials, all of which would be helpful to the classroom teacher.

ED 105 221 Career Development for the Upper Grader, Chicago Board of Education

This meaty document supplied me with specific behavioral objectives and suggestions for classroom guidance activities suitable for ninth graders with an emphasis on group guidance techniques in the classroom. I figured that the use of a systematic approach with objectives would catch the state department's eye!

ED 114 524 The Comprehensive Career Education System: Guidance Component 7-9, Educational Properties, Inc. Irvine, CA

Here was another systematic approach to career information in the classroom. This document contained numerous examples of objectives and activities as well as suggested resources. The material was divided according to the California model for guidance--appreciation and attitudes, self-awareness, decision-making, career awareness, employability skills. I could adapt many of these activities into the plan I was working on.

ED 104 846 Career Orientation and Exploration: Lesson Plans for Grades Eight and Nine. Doniphan R-1 School District, MO

This was just what the doctor ordered to help me convince some over-worked teachers that there was room for career guidance activities in their classes. I could give them these lesson plans which provide everything from lecture outlines to spelling lists along with pre- and post-tests.

At this point I felt I had enough material to provide a ninth grade class with a mini-unit on career guidance. Together with the teacher using group guidance techniques, we could concentrate on career orientation and self-awareness.

The next day, I convinced one of our ninth grade English teachers to agree to work with me. I showed him the material I had gotten through

ERIC and we planned a program to meet for one hour twice a week for 6 weeks. I worked up an outline of the program and submitted it to the principal that Wednesday afternoon.

The rest is history. Our proposal was funded. The career guidance activities were so successful, it became a career guidance mini-course required for all ninth graders. I now have a microfiche reader in my new office as Director of Guidance, and I owe it all to ERIC!

EVALUATION--GOAL

The major purpose of this section of the program is to help you become acquainted with the process of evaluation--the basic types of evaluation, the key to effective evaluation, and components of a comprehensive evaluation model. You will be able to identify the types of evaluation which will best assess the outcomes of your career guidance program. You and your team members will be using your Action Plan throughout this section of the program. Hopefully, such a combined effort will not only insure the attainment of specific performance indicators, but will also insure the continuation of an effective career guidance program in your school.

OBJECTIVES

When you have completed this section of the program, you will be able to:

1. Specify appropriate and inappropriate uses of basic evaluation methods.
2. Identify a nine-step comprehensive evaluation model for use in your career guidance Action Plan.
3. Design process and product evaluation strategies for your career guidance Action Plan.
4. Build an evaluation component into your career guidance Action Plan.

OUTLINE

1. Introduction
2. Types of evaluation
3. Key to effective evaluation (includes activity exercise)
4. A comprehensive evaluation model: an overview
5. Process/product evaluation
6. Post assessment (includes activity exercise)

Introduction

EVALUATION! A word that strikes fear in the hearts of those who must decide if a program is successful or not. It's often looked on as the "Mt. Everest" of any program because you tend to associate it with the steep cliffs of multivariate analyses, t-tests, and chi-squares. But, fear not! The mountain is climbable! In this module you will be learning how you can develop evaluation methods which will best assess the career guidance performance indicators you establish for the goals of your career guidance Action Plan. And you will do it just like those hardy souls who successfully climbed Mt. Everest--one step at a time.

Let's all start out on the same foot by deciding what evaluation is. Evaluation is defined as *a process of identifying, collecting, analyzing, and interpreting information so that decisions can be made*. These decisions will be helpful in developing, implementing, and improving your career guidance program. So it's important to remember from the moment you start designing your career guidance program that evaluation is an essential, ongoing part of your program--particularly important in this age of accountability and tight budgets. If you haven't developed your Goal Sheets with this in mind, however, don't panic! Later in this module you will actually critique your Goal Sheets to see if your performance indicators can be evaluated by one of the evaluation methods discussed in this section.

*Evaluation is
not that hard!*

Definition

Why evaluate anyway? We've already alluded to educational accountability and tight budgets, but there are other reasons why evaluation is an important activity. Four major purposes include:

1. To ascertain whether or not established objectives have been met.
2. To determine why established objectives may or may not have been met.
3. To provide cost analysis data to see if a program is operating efficiently so that it may be improved or altered.
4. To assist in developing recommendations to school personnel as to the program's need, continuation, modification, or expansion.

*Purpose of
evaluation*

In short, an effective evaluation can provide the ammunition you may need to keep your program and perhaps even your job from being eliminated when it comes time for budget trimming.

Types of evaluation

And now to the heart of the matter! You know what evaluation is. Now it's time to identify the basic types of evaluation with which we should all become familiar. Miller (1974, p. 31) has ably done this for you.

Type 1: Context: This is the type of evaluation you do with a needs assessment. This topic was discussed in the first day's module.

*Context
Evaluation*

Type 2: Input: This is an evaluation of guidance methods. It refers to the strategies used in the career guidance program, such as the interventions of counselors, teachers, administrators, paraprofessionals, parents, and students.

*Input
Evaluation*

Type 3: Process: This focuses on methods/strategies being used to help students achieve the desired outcomes of the career guidance program. It is often referred to as monitoring, seeing if the program is being implemented as you planned it and how efficiently the program is being managed.

*Process
Evaluation*

Type 4: Product: This determines the extent to which the career guidance program meets the established outcomes by measuring the changes in student behaviors which have resulted from their participation in your career guidance program.

*Product
Evaluation*

In this module you will focus on *process* and *product* evaluation methods. Later sections will help you more clearly distinguish the differences between these two types of evaluation and decide on appropriate evaluation strategies for your objectives.

For the purposes of this module, you should recognize that evaluation refers to the assessment of all aspects of

your career guidance program. Individual student evaluation, often referred to as grading, is a part of the evaluation process, since it can be used to measure the mastery level attained by students. But individual student evaluation is only an incidental part of product evaluation. The assessment methods you will be designing for your entire career guidance program will consist of both *product* and *process evaluations*.

Key to effective evaluation

The key to effective evaluation is a clear statement of the objectives for your career guidance program. You have already defined the performance indicators for each goal so that you can identify the expected or desired outcomes to be achieved. In other words, if a performance indicator isn't stated in measurable terms, then it will be hard to determine if it is ever achieved.

*Clearly stated
objectives--
key to
successful
evaluation*

Now that your goal and its performance indicators have been clearly defined, you have also established a level of accomplishment that you will accept as evidence that the desired outcome has been achieved. This is the criteria level for that performance indicator. Establishing the criterion levels BEFORE you implement your Action Plan will help you set up the appropriate evaluation method for your particular purposes. REMEMBER that the criterion level you set for each performance indicator will ultimately help you decide if you have reached a particular objective.

*Clear criterion
levels*

The following activity will help you determine if you have clearly stated the objectives of your career guidance

program. Each team should analyze each Goal Sheet using the form, "Key to Effective Evaluation."

If you have trouble with this activity, you should review your goals and performance indicators. If you cannot clearly define the criterion level for determining whether or not the performance indicator is achieved, then you will not be able to evaluate your career guidance program effectively.

Once this activity has been accomplished, you will be ready to learn about the components of a comprehensive evaluation model.

KEY TO EFFECTIVE EVALUATION

GOAL STATEMENT NO. _____

Are the following categories on the Goal Sheet clearly stated?

	Yes	No
Performance Indicators (with Criterion Levels)	_____	_____
Target Group	_____	_____
Who Delivers	_____	_____
When	_____	_____

Are the following categories on the Resource Utilization Sheet clearly stated?

	Yes	No
Implementation Steps	_____	_____
Resources Available	_____	_____
Resources Needed	_____	_____

If you can answer "yes" for each category, then you have a clear understanding of your objectives. You will then be able to decide on what type of evaluation (process or product) you should use.

A comprehensive evaluation model

Let's pause for a moment to see where we are in this assault on evaluation. Recall that evaluation is an essential, ongoing part of your career guidance program which has to be dealt with from the very beginning. However, we don't want you to feel as if you have to set up all your evaluative criteria and measurement instruments right this minute.

What we do want you to achieve is a familiarity with the evaluation process so that you and the other members of your career guidance team will feel more comfortable when eventually you do establish your evaluation procedures.

Now let's look briefly at the components of a comprehensive evaluation model.

*Evaluation
model
components*

1. Set up an evaluation subcommittee representative of those who have responsibility for the career guidance program.
2. Decide on the purpose of the evaluation.
3. Identify the objectives to be evaluated by looking at the performance indicators and criterion levels that you will accept as evidence that the desired outcome has been achieved.
4. Plan the design for the evaluation. Decide on whether you are doing a process and/or product evaluation. (The next section of this module will help you with this decision.)
5. Identify information sources. Remember to involve students in your evaluation.

6. Develop data collection instruments.
7. Collect, analyze and interpret data.
8. Present results or evaluation to school personnel, students and community.
9. Use data to make recommendations for program revision/improvement.

This model shows you that evaluation is an extensive process. You and the other members of your career guidance team will want to make certain that your evaluation method follows this procedural model.

The remainder of this module will focus on components 4 and 6 of the evaluation model, so you can begin to evaluate your Action Plan.

Process/Product evaluation

Process and product evaluation have already been defined for you in this module's section entitled Types of Evaluation. Let's briefly review what each means. Process Evaluation refers to the evaluation of the method or strategy used to help students achieve the desired outcomes of your career guidance program. Product Evaluation refers to measuring student behavioral change as a result of participation in the career guidance program.

Before moving on though, let's stop for a moment and talk about criterion-referenced versus norm-referenced tests. Criterion-referenced tests tell whether or not students have met the outcomes. Norm-referenced tests compare your students'

*Evaluation an
extensive
process*

*Criterion-Referenced
vs.
Norm-Referenced
Tests*

scores with the scores of a standardized population. For example, saying that a student scored at the 70th percentile on a standardized math test only has meaning in reference to the student groups who were tested when the test norms were established. Scores of a criterion-referenced test describe the kinds of behavior and skills a student can demonstrate without comparing him/her to other students. For example, saying that a student successfully completed 75% of the items on a test has meaning in itself without requiring any comparative measures.

So, a criterion-referenced measurement instrument is the correct choice for doing a product evaluation. You will be gathering data which you can directly interpret on the basis of the criterion level you have already established. (You shouldn't interpret these statements as a put-down of norm-referenced tests. Just realize that these tests must match your objectives for proper use. You have to make that decision.)

Product Evaluation. Let's look at an example of a student goal statement to see how *Product Evaluation* can be used. If your goal statement is that *students will be able to identify factors that influence decision-making*, you might want to establish a performance indicator and criterion level like the following:

All ninth-grade students will be able to identify three personal values which they will incorporate in their career planning decision-making process.

*Choosing the
right instrument*

*Product
evaluation*

In this case you are trying to measure student behavior, so you will be using *Product Evaluation*. Once you have determined the type of evaluation, you have to decide on a measurement technique or instrument. To measure whether students have achieved this performance level, you could use a criterion-referenced item such as the following:

Write three personal value statements which affect your decision-making process:

- 1.
- 2.
- 3.

By scoring the responses you could determine what percentage of students had successfully met the criterion level which you had established. For instance, if 24 out of 25 students were able to write three personal statements, you could say that 96% of the students were successful in reaching the established criterion level for your performance indicator.

What we have just illustrated is a *minimum* or basic criterion level where your expectation is that all or nearly all participants will be able to reach a certain level of performance if your instructional program is working effectively. A very large percentage, if not all, students in your program should be able to reach this basic level of performance.

Minimum level

You may also, however, wish to establish an *optimum* level which would reflect the performance level of a relatively small percentage of the more advanced students, such as 25% of the participants. By using an optimum criterion level in addition to the basic criterion level you would be

Optimum level

able to identify not only what all students were able to achieve, but also how many students could demonstrate an advanced level of achievement. To measure the optimum level of performance you could use the following criterion-referenced item:

Write as many additional personal value statements as you can which affect your decision-making process:

- 4.
- 5.
- 6.
- 7.
- 8.

A dual criterion level approach such as the one just described can be useful in indicating both a basic level of accomplishment as well as possible upper levels of achievement.

Process Evaluation. Now let's look at an example of a staff goal statement to see how *Process Evaluation* can be used. If your goal statement is that *staff members will infuse career guidance material into the classroom curriculum*, you might want to establish a performance indicator and criterion level like the following:

Two counselors and three teachers will present an infusion model at a staff meeting by December 15, 1978.

In this case you are trying to monitor whether or not this strategy for developing a method to infuse career guidance materials has been accomplished, so you will be using *Process Evaluation*. An appropriate instrument to use for this type of evaluation is a simple checklist. For example, the instrument could contain this item:

Process evaluation

Checklist

	<u>Yes</u>	<u>No</u>
Two counselors and three teachers presented an infusion model at a staff meeting by December 15, 1978	_____	_____

If the performance indicators are clearly identified, then it is relatively simple to form clear statements which can be answered in terms of "Yes" or "No."

You will find a list below of measurement techniques that you can use in your evaluation method. You will have to decide which instrument or combinations of instruments will measure your objective best. But, if you have clearly stated your performance indicators and criterion levels, it will be much easier to set up your evaluation strategy.

Measurement techniques

Possible Measurement Instruments/Techniques

Paper and Pencil Instruments

Criterion-Referenced Tests	} Can be used before and/or after a program to assess behavior change OR to monitor program's progress
Norm-Referenced Tests	
Questionnaires	
Attitude Surveys	
Rating Scales	
Checklists	
Records	

Measurement Techniques

Behavioral Observation
Critical Incidents
Interviews

Let's restate the definitions of *Product* and *Process Evaluation* before taking the next step:

Product Evaluation: measures changes in student behavior to determine the extent to which the career guidance program meets the established outcomes.

Process Evaluation: evaluates methods/strategies being used to help students achieve desired outcomes; monitors the career guidance program in terms of implementation and efficiency.

Now that you are into the rarified air of this module, you are ready for the Post-assessment.

Post-assessment

You are about to make that final assault on the process of evaluation where you will apply what you have learned to your newly developed program. When you have completed this activity, you will have reached the pinnacle of the evaluation process. So, don't give up now--you only have a short distance to go!

In the Post-assessment activity, you will be completing the Evaluation Sheet for the Goal Sheet you used in the *Key to Effective Evaluation* activity in this module.

Step 1: Fill in the Goal Statement number and Performance Indicator number at the top of the sheet.

Step 2: Identify the type of evaluation needed to assess your Performance Indicator. (Refer to the definitions of process and product evaluation if necessary.) Write the appropriate type of

*Evaluation
redefined*

Post-assessment

evaluation under the heading, "Type: Process or Product."

Step 3: Select an evaluation instrument or technique from the Possible Measurement Instruments/Techniques chart. Write the name of the instrument/technique you have selected under the heading, "Instrument/Technique."

Step 4: Make up a sample item for your instrument/technique. Write this under the heading, "Sample Evaluation Item."

EVALUATION

GOAL STATEMENT NO. ____:

Performance Indicator No. ____:

<i>Type: Process or Product</i>	<i>Instrument/Technique</i>	<i>Sample Evaluation Item</i>

You and the other members of your career guidance team will need to complete this activity for each of your goals and their respective performance indicators. Remember that an effective evaluation procedure may mean the ultimate survival of your career guidance program. It takes time to evaluate, but you now have the skills necessary to accomplish this task.

*Evaluation an
imperative*

APPENDICES:

Evaluation Checklist
Glossary
References

APPENDIX A: EVALUATION CHECKLIST

This checklist is provided as a guideline to help you determine the quality of your evaluation strategy.

	<u>Yes</u>	<u>No</u>
1) Was the evaluation method part of the development of the career guidance program rather than a "tacked-on" activity?	_____	_____
2) Does the evaluation monitor the progress and efficiency of the career guidance program?	_____	_____
3) Does the evaluation measure the extent to which the established outcomes are met by measuring changes in student behaviors?	_____	_____
4) Is the evaluation method carefully planned to avoid duplication of effort?	_____	_____
5) Are the measurement instruments/techniques selected to provide the necessary data required?	_____	_____
6) Is the evaluation process used to establish staff development/in-service education programs?	_____	_____

If you have answered "no" to any of these questions, you should carefully examine why and be able to justify that decision.

APPENDIX B: GLOSSARY

- Context Evaluation:* refers to the evaluation done when a needs assessment is performed.
- Criterion-Referenced Tests:* measure the skills and behaviors students have learned; determine whether or not students have met established outcomes.
- Evaluation:* means the process of identifying, collecting, analyzing, and interpreting information so that decisions can be made.
- Input Evaluation:* refers to the evaluation of strategies and interventions of guidance methods which are done by counselors, teachers, administrators, paraprofessionals, parents, and students
- Norm-Referenced Tests:* refers to standardized tests which have comparative norms
- Process Evaluation:* evaluate methods/strategies being used to help students achieve desired outcomes; refers to monitoring the career guidance program in terms of implementation and efficiency.
- Product Evaluation:* determines the extent to which the career guidance program meets the established outcomes by measuring changes in student behavior.

APPENDIX C: REFERENCES

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OVERCOMING BARRIERS

OVERCOMING BARRIERS--GOAL

This section of the program is designed to help you identify, analyze, and react to the forces promoting and hindering the implementation of your career guidance goals and objectives and/or Action Plan during the school year. By pinpointing these forces you will be able to plan effective strategies and tactics to deal with forces that act as barriers to achieving the desired outcomes of your Action Plan.

OBJECTIVES

When you have completed this portion, you will be able to:

1. Identify specific forces in your organization promoting or hindering career guidance practices and/or your Action Plan.
2. Select specific deterrents to career guidance practices and/or your Action Plan which you can effectively reduce in the immediate future.
3. Identify practical strategies to overcome barriers "back home" which will hinder the implementation of your Action Plan.

OUTLINE

1. Hitting a home run
2. A guide for overcoming barriers
3. Pinpointing barriers (includes worksheet)
4. Prioritizing barriers (includes worksheet)
5. Strategies and tactics for overcoming barriers (includes worksheet)

HITTING A HOME RUN

Baseball is a sport most of us know about. It's something we played as youngsters, perhaps in high school or college. We read about baseball in "Sports Illustrated," hear games on the radio, see them on T.V., and have our own ideas about the BIRD.

Well, the BIRD has more than athletic skills; he's a natural entertainer, a real clown on the mound. Yet, he did not become a success overnight--he had to tackle a lot of barriers before he achieved his fame.

As the BIRD became successful by constantly working to improve his own skills and eliminate ineffective behaviors, so one becomes successful by critiquing his/her strengths and weaknesses. But this is not enough. No assessment of an individual has meaning without consideration of the forces that exist within and outside of the person. We do not live in an isolated environment, but within spheres of real people, real things, and real events which restrict, deter, enhance, or promote our own goals and objectives. The same kinds of forces have impact on the goals and objectives of your team--in this case, the Spearhead Career Guidance Team which will implement the Action Plan that you are developing.

The BIRD's success is not his alone. It depends upon the Detroit Tigers working constructively together as a team to beat the opponent. To do this every member of the baseball team knows what he can do best, and realizes that he must

*Assessing personal
barriers*

Teamwork

constantly practice to keep his skills sharp. He is always ready to learn new ways to enhance his performance. He also knows what his opponents can do, and is fully aware of their strengths and weaknesses and the barriers they represent to his own success.

It is within this framework that we would like you to examine those barriers back home which might impede the implementation of your career guidance programs and, more specifically, your Action Plan.

Please examine A Guide for Overcoming Barriers on pages 118 and 119.

The Guide highlights a number of points for you to consider:

1. Barriers often exist for legitimate reasons.
2. School personnel other than those directly involved in guidance services can be very effective in helping you implement your plan.
3. Implementing a program and overcoming barriers to an Action Plan works best when team members have specific roles and functions based on their strengths and weaknesses.

*Assessing barriers
in others*

*Important points to
consider*

A GUIDE FOR

Jim: Newly hired counselor

Mary: Chairperson of the English Department

Barrier	Rationale For Barrier	Plan of Action
In general the staff at Highland School believe there is no justification for student field trips to the business-industry community.	Field trips take students away from structure in the classroom.	Devise a method by which field trips are structured learning experiences.
	Field trips are not carefully planned and organized.	Coordinate field trip activities with those staff members affected by the trips.
	At least two staff members state that field trips have no bearing on helping students to learn.	Devise a means by which student field trip experiences can be related to academia.

OVERCOMING BARRIERS

Person Responsible	Specific Steps Of Implementation	Time Line	Anticipated Outcomes
Jim	Meets with other members of counseling staff and develops a Field Trip Questionnaire (FTQ) which students must complete.	By the end of: 10-79	Counseling staff start to communicate more effectively with each other.
Jim	At a general faculty meeting the reasons for the development of the FTQ are explained.	10-79	Greater communication exists between the entire school staff and the counseling staff.
Jim	Meets with Mary since English classes are usually affected by field trips. Together they work out a system whereby English teachers have a two-week notice of an anticipated field trip.	10-79	The English staff and the counseling staff establish greater rapport.
Mary	Develops a format that students are to follow in writing up their field trips. These reports become a requirement of 9th grade English classes. Staff members see merit in the approach.	11-79	English staff views field trips positively.
Mary	Calls a special meeting of the English department in which it is determined that FTQ's will be graded and required assignments in English classes.	12-79	English staff justifies FTQ requirement.

PINPOINTING BARRIERS

The following forces in my organizational setting I would consider to be deterrent forces or barriers in meeting the goals and objectives of our Action Plan for next year and/or more effective career guidance policies, practices, and implementation strategies. (Briefly describe each of these deterrent forces in the spaces to the right of the letters.)

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

Directions For The
PRIORITIZING BARRIERS WORKSHEET

Each team member is to share information from his/her "Pinpointing Barriers Worksheet" with other team members. Using consensus techniques teams then rank order the barriers on the "Prioritizing Barrier Worksheet." For example, the barrier you list first would be the most critical barrier in respect to your team's Action Plan. List only those barriers members of your group believe they can respond to effectively and as a result lessen or reduce in the future. One person on the team should act as a recorder for this exercise.

PRIORITIZING BARRIERS WORKSHEET

Priority	Barriers
1	
2	
3	
4	
5	

Directions For The

STRATEGIES AND TACTICS FOR OVERCOMING BARRIERS WORKSHEET

Team members are to work on the "Strategies and Tactics for Overcoming Barriers Worksheets" together. On the worksheet, write one of the barriers your team has identified on your "Prioritizing Barriers Worksheet." Then, each team will work together to determine the specific steps you would take to eliminate or lessen the impact of the barrier on implementation of your Action Plan. Use one worksheet for each barrier. On the back of each worksheet list the outcomes you anticipate would occur as a result of carrying out your plan of action.

STRATEGIES AND TACTICS FOR OVERCOMING BARRIERS WORKSHEET

Barrier	Plan of Action	Person Responsible	Specific Steps of Implementation	Time Line *

*On back side of this sheet, state anticipated outcomes from your plan of action.

MAKING CHANGE WORK FOR YOU

125

126

MAKING CHANGE WORK FOR YOU--GOAL

This section of the program is designed to assist career guidance personnel to develop a positive perspective towards change and to improve the effectiveness of their career guidance Action Plan by applying change agent concepts to its implementation within their school systems.

OBJECTIVES

When you complete this portion you will be able to:

1. Identify your personal attitudes toward the change process.
2. Utilize characteristics of the change agent relationship in promoting career guidance implementation strategies.
3. Apply specific change agent tactics to assist in the adoption of a career guidance action plan.

OUTLINE

1. What makes change happen?
2. Perspectives on Change Inventory
3. What does your score mean?
4. The new you
5. My name is ... and I am a change agent at ...
6. Your role with the super new ingredient of "change agent"
7. Establishing change agent relationships
8. Change agent characteristics
9. The bugles are blowing
10. Tactics

What makes change happen?

Few of us have thought seriously about how change occurs, how programs and organizations change, how we ourselves are able to change our behavior or our ways of doing things. Most of us, when we think about change, think of what needs to be changed, not of how the change can occur. Both are important. But in our thinking and planning we are frequently frustrated in dealing with the what to do because we lack confidence in our ability to do it. Consider the following quotes:

"I stopped reading about innovations in careers a long time ago--I already have far more ideas than I'll ever be able to put into practice."

"Who needs new ideas? I can't do half the things I want to do now."

"Don't talk to me about planning new programs. No matter how good the plan is, it probably won't ever get off the ground."

Perhaps you have experienced some of these same frustrations. If you are like most people, even though you have some ideas about how change occurs, you haven't ever really organized your thoughts about change. Although we all agree that change will and does occur, we differ as to how it occurs and in our notions about who is responsible. As a Spearhead Team you will be making plans for helping your school to develop and/or change its career guidance program. How successful your team will be depends, in part, upon how you have devised your approach to change. As spearheaders, you need to get it together.

What makes change happen

Sorting out your thoughts about change

To help you sort out your thoughts on change, we have devised a Perspectives on Change Inventory. (We've really got class here; we hope you've noticed.) You should respond with your basic feelings about the change process in responding to the Inventory. This isn't a test. It's a way of helping you to examine your feelings about change and to develop a strategy to make change work for you.

Perspectives on Change Inventory

Directions: Read each statement and decide whether you generally agree (A) or disagree (D). Place a check beside your choice on the line before each statement. Your facilitator will tell you how to interpret your scores.

- A___ D___ 1. A person can accomplish more doing things by him/herself than by involving others.
- A___ D___ 2. Involving people with diverse backgrounds in a project has great potential for helping it to be successful.
- A___ D___ 3. A person working inside a program is usually in a better position to change that program than someone working outside the program.
- A___ D___ 4. Really important program decisions should be the responsibility of the director or top administrator.
- A___ D___ 5. Almost anyone can acquire the skills and attitudes necessary to get people to work well together.
- A___ D___ 6. Realistically, unless a person holds an administrative position, it is unlikely that she/he can do much to change the program of which she/he is a member.
- A___ D___ 7. The acceptance of a proposed idea or activity is directly related to how emphatic the change agent is about having the change adopted.
- A___ D___ 8. Working for group consensus is to be preferred over majority rule as a way of making decisions.
- A___ D___ 9. Individuals should stick pretty much to what they were hired for and leave questions about changes to the administrators.
- A___ D___ 10. Establishing a group climate where differences/conflict are freely expressed improves the likelihood that change can be accomplished.

Scoring Sheet

Directions: Give yourself one point for each of your answers which corresponds with the keyed answer. Total possible score = 10.

1. D
2. A
3. A
4. D
5. A
6. D
7. D
8. A
9. D
10. A

What does your score mean?

Perhaps responding to those statements was perplexing, even irritating. Does one of these statements reflect how you felt? "There isn't one answer." "I agree both ways." "It's a matter of degree." "It depends on the situation." All of these responses are appropriate. It isn't our intention to make a diagnostic judgment or to classify anyone. What we are interested in is helping you to identify your basic perspective towards change--is change something you, the individual, have an important role in, or is change the responsibility only of those in leadership positions?

On this Inventory, a high score is indicative of the belief that the individual can be a personal force for change, irrespective of administrative responsibilities. A low score is indicative of the belief that the responsibility for change is reserved for a select few within any system.

You will now have the opportunity to discuss your perspective on change with other members of your team. Your facilitator will provide you with specific instructions. In your discussion we suggest you focus on the following questions:

1. What are the consequences if only a few people in a system adopt interest in and responsibility for change?
2. What would a system be like where many people were "turned on" to becoming forces for change?
3. Can your system be a "turned on" system? Why? How?

Meaning of scores

*Questions you
should consider*

The new you

Persons actively involved in career guidance program development indicate that they typically need to cope with three major tasks. The first is developing a definition of their role which includes responsibility for change; the second is assisting others, particularly decision-makers and administrators, to perceive them as change agents; and the third is acquiring specific change agent skills. In the last section of this module, "The bugles are blowing," we will be dealing with change agent skills--specific tactics that you can use in your career guidance Action Plan. In this section you will have a chance to consider the implications of your assuming greater responsibility for change.

*Three tasks for
you*

My name is ... and I am a change agent at ...

In working to assist in career guidance programming in your school, you will be adding new responsibilities for change to your present role. Sound rather neat? Most persons who have become so involved report that it is a compelling and engrossing experience. You are where the action is. What you are doing makes a difference. It is important, however, that you clarify for both yourself and others what your enhanced responsibilities are, and what they mean for you and those with whom you will be working. You know the saying, "Zebras can't change their stripes." Well, you are adding some stripes, and you had better be ready to explain to others the New You.

New role for you

Your role with the super new ingredient of "change agent"

In considering your new role, it may help you to reflect upon the disadvantages that might accrue to working within your system to bring about change--what some call being an "internal change agent." Most situations, after all, have trade-offs. So let's begin with some of the less positive aspects of your new position.

First, you may be so close to the situation (the school, staff, students, parents, your lover, etc.) that you don't have a balanced view. You may lack perspective. Second, you may take on the new role without ever really redefining your role or having the administrative support to carry it out. Third, it may be just another add-on, something more for you to do but no time allowed to do it. And fourth, you may have the title Change Agent Supreme without the practical skills and know-how to make it work. So you see, being a change agent is not all peaches and cream--you could flub up badly. But not if we can help it.

*Possible
negative effects*

Now for the good part. As an insider you: (a) know the system like the back of your hand; (b) know what will work and what won't; (c) know the important, needed changes in your career guidance program and are prepared to work for them; and (d) can communicate with others because you know them and can swap stories and hairy tales with the best of them. Right!

*Possible
positive effects*

On examination, the good probably outweighs the bad.

Establishing change agent relationships

Your role and effectiveness as a change agent will be determined in large measure by the type of relationships you form--with other Spearhead Team members and with staff in your system. This subject has been the object of considerable study and research, and out of this has grown a consensus as to what are the characteristics of an ideal change agent relationship. The following nine characteristics represent the results of these studies.

*Ideal change agent
relationship*

Reciprocity:	both parties should be able to give and take freely of ideas and suggestions
Openness:	willingness to be open to new ideas and approaches
Realistic Expectations:	establishing realistic expectations as to what can be accomplished at the onset of the relationship
Expectations of Reward:	assisting the client to see the possible rewards that can occur
Structure:	establishing a goal-directed relationship with defined roles and working procedures
Equal Power:	reducing disproportionate power among the parties to minimize the importance of power in the decision making
Minimum Threat:	working to reduce anxiety and threat about potential changes
Confrontation of Differences:	open discussion of differing viewpoints and feelings
Involvement of All Relevant Parties:	relating to and involving all people likely to be involved in the change

These items were adopted from: Havelock, R. The change agents guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

Change agent characteristics

Knowing what are the desirable change agent characteristics is, of course, valuable. But what is important is whether you and your team members can apply them to the implementation of your career guidance Action Plan. Knowing is good, but using is super.

For the next activity you will work in your teams. Each team member is to choose one or more change agent characteristics and study it (them) to see how it (they) can be used to facilitate the implementation of the career guidance Action Plan. You will then share your utilization ideas with other team members and incorporate your suggestions into your plans.

The bugles are blowing

The response of many people to change can be likened to the weather--it is something you talk about but don't do anything about. Frequently you have the desire, but you don't have the necessary change agent skills. So, rather than rush headlong into ignorance and confusion, you wait for someone else to take the initiative. And you sit back passively and wait. This section is intended to change that situation. (Notice how we stay in there with change!) We intend here to provide you with a number of tactics and behaviors used successfully by change agents for over--well, we don't want to get carried away with our own rhetoric. Simply, we believe that, used judiciously, the following tactics can be of real help to you in making change occur.

*The "Look" of a
change agent*

Forward! Action!

Discuss each of the tactics with your team members. Your task will be to adopt two of the tactics for use in your Action Plan. Be precise! Indicate how and when you will use the tactics you have chosen. Hopefully (we really mean to say, "You will be able to ...," but modesty becomes us) you will develop a repertoire of both tactics and applications which your Spearhead Team can immediately use. The stakes are high, excitement permeates the air, the bugles are blowing--so, gentlemen, join with your team and may the best team win the coveted triple-crown of imagination, innovation, and invention. You're off!!

Tactics

The following approaches/procedures can be used individually or combined into a general plan. They are not an overall strategy, but, rather, specific behaviors which can be used whenever and wherever they seem appropriate to internal change agents.

1. Highlighting the need for change. One of the most important and least frequently emphasized tactics is for change agents to sensitize a system to the need for change. Unless there is a generalized readiness to develop new, or reconsider existing, goals and procedures, a change effort may well be futile. Change teams may devote a major part of their initial efforts to helping a system look at itself and review where it is and where it wants to be. Some actions that may be taken are: (a) having people share images of

*Highlighting the
need*

what things could be like; (b) introducing data on the operation of the system (surveys of opinions and feelings, etc.); (c) holding meetings to check out how people feel about the need, to learn if there is a shared feeling about the need for change; and (d) offering alternative models to the present system for review and discussion.

2. Using knowledge power. To change or not to change is frequently decided by who has the most knowledge power, i.e., the person most informed on the issue. In particular, the use of a national information system such as ERIC arms the change agent with relevant, current project and practice data regarding what has been tried, under what conditions, and with what outcomes. Systematically undertaking a search of an area or topic provides excellent documentation that a problem exists and also suggests ways of responding to it.

3. Zero-based piloting. The adroit change agent is sensitive to the natural suspicions that people have to try-outs. It is a common suspicion that once introduced, a practice is never dropped. The change agent makes clear that the trial adoption of a new practice is time-limited and experimental. In particular, a zero-based adoption strategy is used--at the end of the planned-for life of the innovation, it is automatically discontinued. A debriefing session is held to review the history and outcomes of the innovation; if it is favorably reviewed, it is given a "new life." Zero-based piloting encourages trials and experimentation and allows innovations to prove themselves or be dropped.

*Using knowledge
power*

Zero-based piloting

4. Low profiling--spreading the rewards. In many situations, people's response to a new idea is directed as much to the person(s) introducing the idea as to the idea itself. While that may be to the advantage of the change agent, it may also lead to jealousy and resentment toward the change agent and hinder the adoption of ideas. Many are the ideas that have been rejected because of a desire to deny credit to the change agent for their development.

Particularly in volatile situations, it may be wise for the change agent to divest her/himself of identification with the innovation. It may be far more diplomatic, and far more effective, to give nominal credit to a high influential or decision-maker for the innovation. If someone else is more closely associated with the development of an innovation, the change agent may also be in a better position to work for its adoption.

5. Knowing when to act. "There is a right time for everything" is an adage to which we should give particular heed. Knowing when to intervene, to propose an innovation, is frequently as important to the outcome as the quality of the innovation itself. No one can prescribe with any certainty what are the best times to intervene--both crisis and tranquil periods can offer favorable opportunities, given that other factors are appropriate. The crucial point is for the change agent to give careful attention to studying both the system and key influentials within the system in deciding when it is time to act. Assessing the system's current needs, examining the attitudes of key influentials,

*Spreading the
rewards*

Timing

and reviewing other competing demands and interests are minimum requisite steps. And, of course, the patience to act only when you determine it is right, and to take on only as much as needed, are critical timing factors.

6. Knowing which forces to respond to. Any goal or objective evokes both supporting and restraining forces. When faced with the choice of whether to emphasize the supporting forces or respond to the restraining forces, there is a natural tendency to push harder for the "why we should do something" and ignore the "why nots." Unfortunately, what often happens is that as you increase the support, you also escalate the restraints. The result is a head-to-head impasse. A more adroit approach is to let the supporting forces stand, and concentrate on identifying and coping with the restraining forces. If the change agent is able to reduce or eliminate the restraining forces (the why nots), the supporting forces (the whys) will press for adoption and assist the change agent in reaching the goal. Sometimes forceful is foolish and coping is copacetic!

Pinpointing responses

Summary

Though we may not fully understand it, change is something that we all experience. Perhaps we understand even less well that we can be an active force for change in the systems in which we work. At a time when institutional credibility and leadership are often questioned, it seems particularly critical that we regard change as too important to leave to just a select few. Career guidance, if it is to

be effective, requires the participation of all school staff.

You, regardless of your position, can acquire the skills to be an effective change agent, and can be the dynamic force behind making change happen.

CONCLUSION

You should now be well on your way to developing an Action Plan which will help you design and implement a career guidance program that will meet the needs of those you serve in your back-home setting.

Before leaving this session, however, you should re-assess your Consensus-Seeking Behaviors Rating Scale both individually and as a team, just as you did earlier in the workshop experience. Complete the Post-workshop column on those two sheets and discuss any changes with your team members.

As you continue to develop your career guidance program, keep in mind that many programs are often successful because they are based on the combined efforts of all team members and a systematic plan of follow-up. You now have the skills necessary to increase your program's chances for success. Good luck--keep at it!

FACILITATOR'S GUIDE

NOTES FOR THE WORKSHOP FACILITATOR

Your role is crucial to the success of the workshop. You are responsible for setting the tone at the very beginning, keeping things moving at an appropriate pace, sensing when participants are ready for a break, adapting materials or times to participants' needs, providing transition between activities, leading discussions, and answering questions that may arise about content or processes. The key to a successful workshop is preparation. You need to be totally familiar with the content, the materials, and the flow of the activities in the module. Your confidence and serenity will communicate to participants and give them a sense of security--a feeling that you know what you're doing and they're in good hands.

The following are a few suggestions that may be of help to you as you plan for this workshop.

Before the Workshop:

1. Study the module and this Guide thoroughly. Note how sessions fit together and build on each other. Read the content of each session in the module itself. Become familiar with the main points.
2. Prepare any materials needed ahead of time. Each portion of this Guide has a section describing what will be needed in that session. You also may decide to use name tags, registration forms, etc.
3. Decide if you want registration forms and, if you do, how these will be handled.
4. Have plenty of blank paper, newsprint, felt pens, an easel,

a blackboard, chalk and eraser, and a module copy for each participant.

5. Check the room arrangement. There should be one table and enough chairs for each team. People will need room for their materials. There should be enough space between tables for teams to work together without bothering or being bothered by others.

6. Check with the hosts on the heat or air-conditioning and the lighting.

7. Meet with other members of the facilitation team to clarify who is responsible for what, and make final plans for running the workshop.

8. Decide how to handle the coffee breaks, lunch, etc.

At the Workshop:

1. Arrive ahead of the scheduled time to begin. Organize your materials, check the room arrangement, see about ash trays, check the lights and temperature, make any last minute adjustments that may be needed. And allow some time to compose yourself before participants arrive.

2. Greet early participants as they arrive. This may become impossible when the group becomes larger, but it begins the setting of a friendly and informal tone.

3. Start on time if at all possible, and stick to the schedule.

4. Keep the tone light and informal, but business-like. You will want to convey a sense of relaxation and warmth, along with the feeling that the work to be done is serious and highly important to their career guidance program development.

5. Maintain a feeling of urgency, but not a hassled kind of pressure. Keep things moving so that participants will be alert and motivated.

6. Be enthusiastic. Your excitement will set a model for others.

7. In discussions, honor the contributions of each participant. Try to make each person feel important to the group.

8. Do some process checking from time to time. Ask how things are going, keep participants aware of time limits, warn them ahead of time, etc.

9. Have fun. Relax. Enjoy. Trust the group. You're helping them to do what they want to do and need to do.

GETTING STARTED

Total time: Welcome the participants to the workshop.

10 min. Introduce yourself and your facilitation team members to the group. Tell something of your background and describe your role in the workshop.

Answer any questions that may arise. Now move into the get-acquainted activity.

GET-ACQUAINTED ACTIVITY

Total time: "Hum-Dinger"
25 min.

Purposes: To provide a way for participants to meet each other in small groups.

To facilitate contact between all members of a large group in a climate of informality and humor.

To explore a novel way of generating movement and activity.

To set a positive tone for the workshop.

Preparation: Decide how many groups of about five can be formed from the total group. Choose titles of familiar songs ("Jingle Bells," "Home on the Range," "Goodnight, Ladies," etc.), one for each of the proposed groups. Write the names of the songs on slips of paper, one slip for each person. Example: If you have 28 people, you might decide to form 6 groups: 4 groups of 5 and 2 groups of 4. This means that you would write the names of 6 songs on 28 slips of paper, 5 slips for one song, 5 for another, etc.

(2 min.) Procedures: Introduce the activity in any way that is comfortable for you: "We are conducting a talent search," "We realize how much hidden talent is in the room," "People sometimes need help in saying hello," etc.

Tell them that they will be given the name of a song which they are not to reveal to anyone. Then distribute the papers with song titles, one to each person. Try to give each member of the same team a different song title.

At a given signal, tell them that each person is to stand up, start humming or singing the song, and find others who are singing the same tune. Advise them of the number of groups and the appropriate size of the groups.

(5 min.)

Tell them that when their group finds each other, they should draw some chairs together and wait for further instructions. Then tell them to stand and begin the search for the other group members.

When all groups have formed, tell them the following:

"Each person in each group has two things to do:

1. Introduce yourself to the others in your group, and
2. Tell the others about some part of your career

guidance program that you believe is a real strength.

Each person should take no more than 3 minutes to present this information, and anyone in the group may choose to begin."

(15 min.)

Then tell the groups to begin. While members are interacting, you should keep tabs on their progress by walking among them. Try to keep them moving at the same pace, and advise them of how much time they have left about 5 minutes before time is up.

(3 min.)

Follow up: When the activity is concluded, persons may wish to share general kinds of reactions in the total group, but any discussion should be kept very short. At this point you move into the Communications Activity. People should remain in the same groups for this activity.

COMMUNICATIONS ACTIVITY

Note: There is no reading material in the participants' materials for this activity.

Total time: 27 min. Purposes: To open lines of communication among participants, and between participants and workshop facilitators.

To emphasize the importance of communication and how it affects feelings and behavior.

Preparation: Write the following questions on the chalkboard or newsprint.

1. How did you become a member of your team--who gave you the message, how was it given?
2. What were (are) your feelings about being on your team? Were they affected by the type of communication? What other influences affected your feelings about being on your team?
3. What are your feelings about and motivation toward this workshop?

(2 min.) Procedures: Display the questions and ask all participants to consider the questions and think how they would answer them. They do not have to write their responses. Now ask that each participant

(15 min.) share verbally her/his answers with other group members. Each person should take no longer than 3 minutes. Keep tab on the groups' progress by walking among them, and try to keep them moving at the same pace. Warn them 5 minutes before time is up.

(10 min.) Follow up: At the conclusion of the activity, conduct a total group discussion about communication, focused on questions like the following:

1. What methods of communication seemed to foster positive attitudes?

2. What kinds of communication did not seem to produce positive attitudes? Or even caused negative feelings?

3. What can we learn from this experience?

After the discussion, have all participants return to their original teams and proceed with the Introduction.

INTRODUCTION

Total time:
15 min.

Explain that the introductory activities were designed to help them get to know one another better, to learn about significant strengths in other career guidance programs (when there are more than one team), and to help them realize anew, from their own experience, the importance of effective communication and its lingering impact on subsequent attitudes and behaviors. Explain that they will now get into the "meat" of the workshop.

Distribute the participant materials and ask participants to read the Introduction. Then go over the Goal and the Objectives with the participants, emphasizing that the objectives are outcomes that they may expect to realize from having participated in the program.

Review the Day 1 Outline. Answer any questions that may arise.

NEEDS ASSESSMENT

Total time: Purposes: To review the purposes for conducting a needs assessment.
15 min.

To provide models for conducting needs assessments of students, staff, and counselors.

Preparation: None.

Procedures: Ask participants to read the "Needs Assessment" material, pp. 15-18. When they have finished, emphasize for them the important points of the reading:

1. Determination of needs is the first step in planning a competency-based career guidance program. It provides:

- a. a rationale,
- b. a starting point,
- c. a direction,
- d. a basis for evaluation,
- e. authorization to continue or permission to stop.

2. Data should be collected and analyzed in three areas: program, clients, resources.

- a. Program means all guidance services.
- b. Clients means everyone involved in the program: students, faculty, administrators, parents, community.
- c. Resources means staff, facilities, materials, money.

3. Needs assessment involves the commitment of everyone in the client groups.

4. The results of the data analysis should be disseminated and used to promote change and growth.

Explain that very shortly the team will be identifying some goals for their career guidance programs--and this will mean being able to come to agreement or consensus as to what the goals will be. Often this stage can be a stumbling block in the team's functioning, as various team members exhibit resistance or are unable to contribute in a positive way to the group. Therefore, it is appropriate to begin this day of teamwork with some practice in consensus-seeking.

At this point, move to the next activity, "Consensus-seeking."

CONSENSUS-SEEKING ACTIVITY

Total time: 37 min. Purposes: To teach effective consensus-seeking behaviors in task groups.

To observe how needs assessment data can be translated into realistic goals.

Preparation:

1. Prepare roles for the six role-players.
 - a. Print the following titles in large letters on six pieces of paper or cardboard:

Principal
Guidance Director
Physical Education Teacher
Business Teacher
Counselor 1
Counselor 2

- b. Tie string on each so that the role players can wear the titles around their necks.
 - c. Write the same titles on six small pieces of paper.
2. Duplicate six copies of the "Role-Play Observation Sheet."
(Do this only if more than six people are participating in the workshop.)
3. Duplicate enough copies of the "Process Observation Sheet" for all other members of the group. (Same qualification as in No. 2.)
4. Duplicate the roles described on p. 159 and cut them apart.
5. Have a sheet of newsprint and a felt pen available for each team.

(5 min.) Procedures: Have the group read the text on "Consensus-seeking."
Emphasize the following points:

1. Synergy is group energy and means that the whole is more than the sum of its parts.
2. Conflict is unavoidable and is viewed as helpful when individuals look for commonalities in differing points of view.
3. Consensus means substantial agreement among members, but not necessarily unanimity.
4. Everyone should recognize that all of us have various kinds of needs and motivations. Some we may try to hide from others; some may be hidden even from ourselves.
5. Successful group behavior involves sensitivity to the needs of others and often requires compromise or subjugation of our own needs.

(10 min.)

Explain that the participants are now going to observe or act as a task group at work. Have them read the "Role-play situation" and "Background" in the text.

Ask for six volunteers to assume the roles. Give each of the role players a role and the accompanying cardboard title. Have them leave the group to study their roles. They should not reveal the role description to anyone.

Now ask for six volunteers to act as observers (when there are extra people). Each observer will be a "shadow" to one of the role players. Give each "shadow" the title of a role player and a copy of the "Role-Play Observation Sheet."

Tell the rest of the group that they are to be group process observers and give each person a copy of the "Process Observation Sheet" on which to take notes.

After you have distributed both forms, tell the group

that the purpose of the role play is twofold:

- (1) to identify effective consensus-seeking behaviors,
- (2) to observe how to translate needs assessment data into goals.

Ask participants to form a circle of six chairs in the center of the room, with six additional chairs placed so that the "shadows" can observe their respective role players. The rest of the group should sit so that they can observe the role play clearly.

While they are doing this, meet with the six role players. Tell them that their task is to use the data provided and come to consensus on two goals for Madison's guidance program. The more sincerely they can perform their roles, the more effective the role play will be. Tell them they will have 15 minutes for the activity. Answer any questions they may have and then start the activity.

(15 min.) Use your judgment on time. If the role play is lively, you may wish to extend it.

(7 min.) Follow up: Following the role play, conduct a discussion around the following points:

1. What behaviors helped the consensus-seeking?
2. What behaviors impeded the process?
3. Who were the influential members? How?

You may wish to have someone record on newsprint the positive and negative behaviors observed in the role play as they are discussed.

Now have the team members return to their teams, and

distribute one "Consensus-seeking Behaviors Rating Scale" to each individual and one copy of a different color to each team. Explain the directions and have everyone complete the scale.

Then have the teams discuss their individual ratings and come to consensus on the appropriate number for the team. Have them put the number decided upon by the team in the "Score" column of the single team copy.

Ask each team to identify at least one consensus-seeking behavior which they, as a team, wish to improve. Tell them to star it on their rating scales. During the two days of the workshop they are to practice and work on improving this behavior. At the end of the workshop, the teams will rate themselves again on the behaviors to see if improvement has occurred.

Do not allow too much time for this, and keep things moving, as you are now ready to move into the next activity, "Goal Setting."

ROLES FOR ROLE PLAY

Principal. You are a former coach. Essentially you support guidance services but you think it's up to the director to prove the worth of the department and personnel. Lately you have been examining the department critically. You think the director could exhibit more leadership. You and the P.E. teacher have a lot in common; you know the business teacher is highly respected in the school; you think Counselor 1 has "far out" ideas; you feel closer to Counselor 2 because you sense stability and know she/he will cooperate.

Guidance Director. You know that the guidance program and personnel have to "deliver," or perish. You are anxious to set some realistic, highly visible goals that will attest to the necessity for, and effectiveness of, the guidance program. You feel that the principal has been somewhat negative toward you lately and you want to impress him/her with your leadership skills and dynamism. You are anxious to be fair and impartial, but you do want to get the job done. You are grateful to the P.E. teacher and Counselor 1 for volunteering and hope the business teacher and Counselor 2 will support you.

P.E. Teacher. You are just starting your teaching career and are full of ideas and enthusiasm. You volunteered to be on this Committee because you like action and want to see changes made in this doddering old school. You are impatient with the Director and Counselor 2 because they never seem to accomplish anything. Counselor 1 is more your style. You are properly respectful of the principal and the business teacher because of their power, but not at all intimidated. You interrupt often and continually put forth new, sometimes bizarre, ideas. Secretly you want to be a counselor--you think you could "turn around" the whole department.

Business Teacher. You are an "influential" at Madison. Other staff members rely on your opinions and judgment. You believe in vocational education; after all, you've been teaching employability skills for years. Career guidance is something else, and you don't fully understand it or see the need for it. You are on this committee because you were asked to be, but you're not about to be "carried away" and commit yourself to some hair-brained ideas. You feel a responsibility to all other staff members, and you know they are depending on you to protect their interests.

Counselor 1. You volunteered to serve on the committee because you want to see changes made in the Guidance Department. You're capable, energetic, a "do-er." You use humor frequently and may appear not to attend to the discussion. However, you are impatient when things move slowly and really are task-oriented. Often you seek closure prematurely because of your desire to get on with the task. You relate well with everyone, although you don't have too much respect for your Director and think the principal is too conservative.

Counselor 2. You have seen new programs come and go over the years and feel that this is another idea that will blow over. You are dependable and conscientious but rarely volunteer. You don't offer ideas but simply try to clarify what your role and responsibilities will be in any new program. You keep neat files and like to administer and score tests. You offer to be the recorder for the meetings. You resent Counselor 1 because she/he threatens to disturb the status quo. You'll do what the Committee decides, but you hope any changes will be minimal.

Role-Play Situation

A career guidance needs assessment conducted at Madison High School revealed that:

1. Students needed most help in:
 - a. choosing a career,
 - b. knowing how the courses they were taking related to their career plans,
 - c. making decisions.
2. Counselors needed most help in:
 - a. group guidance techniques,
 - b. designing and maintaining a career resource center,
 - c. developing career guidance practices for special student groups.
3. Teachers needed most help in:
 - a. consulting with parents,
 - b. helping students acquire effective study skills,
 - c. relating their school subjects to occupations.

The principal appointed the Guidance Director to be chairperson of a committee of the principal, counselors, and teachers to study the assessment data and develop some goals for next year.

Today is the second meeting of the committee. In its first session the group went over the data and listed the needs for each population in order of priority. Today the committee is to develop at least two goals for the career guidance program which the whole Madison staff will support.

Background

Guidance is "under the gun" at Madison because the last bond issue failed and there is talk of abolishing the entire guidance program.

The school board at its last meeting inquired about the data from the needs assessment and indicated that it wants "results." Board members had just returned from a seminar on competency-based education and were turned on to implementing these ideas and practices in Madison schools.

Mixed feelings abound at Madison over this new approach to programming. The staff is not totally satisfied with the Guidance Department and would like to see improvement, but most of them don't want any sweeping changes in their own functions as a result of the needs assessment.

The guidance director was a teacher, half-time counselor, and full-time counselor for eight years before he/she was appointed director three

years ago. Older teachers on the faculty remember the director as a teacher and have never accepted the new role.

The principal has been at Madison for two years and enjoys a reputation as an enthusiastic and dedicated leader, if somewhat conservative. The principal evidences no strong support for guidance and is willing to go the way the wind blows so far as retaining or terminating guidance services.

One counselor and one teacher volunteered to be on the committee; the Director asked another counselor and another teacher to serve also.

Role-Play Observation Sheet

1. How active was the committee member whom you observed?
2. How committed was the member to the task of the group?
3. How effective was the member as a listener?
4. To what degree did the member seem motivated by personal concerns?
5. What approach did the member take in attempting to influence the group?

Process Observation Sheet

Atmosphere

1. To what degree were the committee members cooperating with each other?
2. What was the feeling tone at various stages?

Participation

3. Who were the high and low participators?
4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?
6. What motives did you infer for each of the members?

CONSENSUS-SEEKING BEHAVIORS RATING SCALE

Circle the number that, in your judgment, represents the way members on your team behave. Write the reason for your scoring in the section labeled "Comment." When you have finished, discuss the scores together, come to a group judgment about the appropriate number, and place that number in the "Score" column.

	Hardly any of us do this ever	Once in a while we do this	About half the time we do this	We do this most of the time	This is a real strength of our team	SCORE	
						Pre- workshop	Post- workshop
Express ideas freely Comment:	1	2	3	4	5		
Express feelings openly Comment:	1	2	3	4	5		
Listen to others Comment:	1	2	3	4	5		
Look for commonali- ties in differing points of view Comment:	1	2	3	4	5		
Honor comments of all team members Comment:	1	2	3	4	5		
Discuss group pro- cess when needed Comment:	1	2	3	4	5		
Work toward team goal rather than individual goals Comment:	1	2	3	4	5		

GOAL-SETTING

Total time:
70 min.

Purposes: To have each team of participants set five goals for their career guidance program, developed from the needs assessment data, with accompanying rationale.

To have teams prioritize their five goals.

Preparation: Duplicate five "Goal Sheets" for each team.

(10 min.)

Procedures:

1. Have participants read the text. Stress the important points.
 - a. Goals make efforts more effective.
 - b. Goals make efforts more efficient.
 - c. Goals make planning steps easier.
 - d. Achieving goals inspires confidence and is a motivating force.
 - e. Goals encourage planners to identify and use resources.
2. Take time to discuss program and staff goals. Participants may be confused about these and have questions. The important point is that every goal should impact positively on the learners.
3. Using the example in the text, show how the Goal Statement is developed from the Need. Then show how the Rationale relates the Goal Statement to the Need. Answer any questions about how to develop Goal Statements.
4. Distribute five Goal Sheets to each team. Tell them to leave the Goal Number blank for the time being.

5. Tell participants that it is the task of each team to identify five goals from the needs assessment data and write one of the five goals on each of the Goal Sheets provided.

(1 hr.)

6. Tell participants that once they have identified five goals to which the team is committed, they should also prioritize the goals. Have them put the appropriate numbers in the spaces provided, the order of priority to be determined by consensus.

Remind teams of the following:

- a. The need from which each goal was derived should be stated.
- b. A rationale must also be clearly stated for each goal as to how it will impact on students.

7. Tell participants they will have approximately one hour for this activity.

Follow up: Circulate among participants as they are defining their goals. Be available to answer questions or clarify issues. When teams are finished with the task, ask them to transfer their goal statements to newsprint for posting around the room. In this way teams maintain a feeling of cohesiveness, and have a chance to satisfy their curiosity about what other teams are doing and what they are planning for their guidance program. Encourage discussion among the different teams as time permits.

PERFORMANCE INDICATORS

Total time: Purpose: To have each team of participants develop at least three
75 min. performance indicators (PI's) for each of their five goals.

Preparation: None.

Procedures:

(15 min.)

1. Have participants read the text. Emphasize with them the following points:
 - a. PI's represent behavior clients will display as a result of experiencing the program.
 - b. PI's are statements of what clients can do as a result of the program.
 - c. PI's deal with behaviors, and teams should make sure that their PI's are stated in measurable terms.
 - d. Criterion levels must be stated clearly for each PI.
2. Show the performance indicators developed for the goal in the example from the previous session. This will be further preparation for the activity in the next step.
3. On the blackboard or newsprint, using a goal developed by one of the teams, work with the total group to develop at least three performance indicators. Have group members develop appropriate PI's. Doing this activity as a total group will provide a clear example for participants and will forestall many questions.
4. Tell the teams that they are to develop at least three PI's for each goal. They should write them on their Goal Sheets in the space provided.

(1 hr.)

5. Tell them they will have approximately one hour for this activity.

6. Answer any questions and then tell the teams to begin. Circulate among them to answer individual questions and monitor their progress.

DESIGNING THE PROGRAM: MY ROLE

Total time: Purposes: To have participants complete the "Who Delivers?" portion of the Goal Sheets.
45 min.

To have participants determine who will have major or minor responsibilities in facilitating the PI's.

To have each participant determine the role he/she will perform in implementing the Action Plan.

To have participants assess the effects that possible changes in roles will have on their present roles and responsibilities.

Preparation: Be sure to have copies of page 43, "Ideas Generated from the Discussion," available for each participant.

Procedures: Have participants read the text.

Explain that this activity is critical to the "Who Delivers?" section on the Goal Sheets. Before they can complete that portion of the Goal Sheet, they must clarify their roles and roles others will play in implementing their Action Plan.

Tell teams that they are to review each PI and discuss who will deliver it.

Refer participants to the questions on page 42 in their materials and have teams discuss them together. As they interact, they may wish to take notes from the discussion, and page 43 has been provided for that purpose.

During the discussion, teams should determine who will deliver each PI and should complete the "Who Delivers?" portion of the Goal Sheets. (If they also can complete the "Target

Group" section at the same time, so much the better.

Allow 30 minutes for the discussion and completion of the specific portion of the Goal Sheets.

Note: Often such a discussion becomes highly interactive, and teams need more time. If participants are not ready to stop when 30 minutes are up, you might suggest that they continue their discussion after the workshop is formally concluded, which will be in just a few minutes.

Then, bring the total group together for the final activities of the day.

DESIGNING THE PROGRAM: THE SCHEDULE

Total time:
Variable

Purposes: To have participants furnish as much as possible of the data required to complete each of the five Goal Sheets (not necessarily in the workshop setting).

To imbue participants with a sense of excitement about the task.

Preparation: You will want to see if the workshop room is available in the event teams wish to have a place to work together in the evening.

Procedures: Have participants read the text. Discuss with them the need to be very specific in supplying data for the Goal Sheets.

Explain that there will be a mini-session tomorrow on Resources in which they will have a chance to review their own resources and learn where to find and use others. They will use a separate form, which will be attached to the Goal Sheet.

If time remains, participants may begin completing their Goal Sheets. If the scheduled workshop time has elapsed, tell them that they may need to do some homework in order to come to tomorrow's session with the Goal Sheets as complete as possible before continuing the program.

Answer any questions, including ones about where people can get together to continue their work during the later afternoon, evening, or early morning.

WIND-DOWN ACTIVITY

Total time:
15 min.

Purposes: To orient participants to tomorrow's schedule.

To provide an outlet for participants' thoughts and feelings.

To provide evaluative data for workshop facilitators.

To provide a sense of closure to the workshop experience.

Preparation: Write these two sentence fragments on a sheet of paper and duplicate enough copies for each participant:

"Now I am thinking..."

"Now I am feeling..."

Leave plenty of space after each fragment. (You also can distribute blank paper and have participants write the sentence beginnings for themselves.)

Procedures: About 15 minutes before the planned workshop time is up, thank the participants for coming and for their hard work.

Take a few minutes to provide a preview of Day 2, discuss expectations, clarify scheduled starting and ending times, provide any necessary structure for the evening.

Answer any questions about the day's activities.

Then tell them that there are two very brief statements for them to complete as the closing activity. They should write as much or as little as they wish.

Tell them they may or may not sign their names, as they wish.

Tell them where to put the completed statements.

Distribute one form or blank paper to each participant

and tell them they may leave whenever they are through.

End, Day 1

RESOURCES

Total time:

60 min.

(2 min.)

Review module goal and objectives, and module outline.

Answer any questions that may arise.

COLLECTION OF RESOURCES

Purposes: To examine the process by which teams gather materials.

To provide a systematic approach to resource collection.

Preparation: If possible, have some of the materials described in

Appendices A, B, and C available for participants' perusal.

Procedures:

(5 min.)

1. Have all participants read the introduction and "Collection of resources" section.

(5 min.)

2. Discuss STEP 1 in relation to the back-home setting. Have participants discuss use of the guidelines. Are they helpful?

(2 min.)

3. Look quickly at STEP 2, "Identify needed resources." Emphasize consultation with students, faculty, and community members. Also point out the Standard References in Appendix A.

(2 min.)

4. Move briskly along to STEP 3, "Develop and acquire new resources." Emphasize communicating with others for ideas-- faculty, community. Refer to Appendices B (Commercial Publishers) and C (How to Use ERIC) for further information.

EVALUATION - ACTIVITY 1

Purposes: To provide team members with format for written evaluation.

To give team members an opportunity to go through a systematic evaluation of a resource.

Preparation: Have on hand enough resource materials for each group to be able to select one for this activity. Call the area where materials are stored the "dugout."

Procure an overhead projector to display the transparency if you decide to make one.

Procedures:

- (3 min.) 1. Ask each participant to read the text on "Evaluation of resources." Answer any questions. Emphasize the need for systematic evaluation. Mention helter-skelter methods by which we too frequently make decisions.
- (2 min.) 2. Display the transparency (if you have made one) of the Career Resource Evaluation Sheet and demonstrate scoring (see example). If you do not have a transparency, go over the Evaluation Sheet carefully with participants.
- (9 min.) 3. Ask one member of each team to select a resource from the dugout. Then have each group work together to fill out the Career Resource Evaluation Sheet and rate the resource.
- (3 min.) Follow Up: Discuss the procedure with the teams.

UTILIZATION OF RESOURCES - ACTIVITY 2

Purposes: To identify systematic steps for deciding what resources to use. To have team members decide on resources to use in the Implementation Steps of their PI's.

Preparation: Make sure each team has its Goal Sheets from the first day.

Procedures:

- (3 min.) 1. Ask participants to read text on "Utilization of resources" up to the box which says Activity 2.
- (7 min.) 2. Discuss the Resource Diamond.
- a. Start with the base outline.
 - b. Then discuss the portion that deals with people selection and problems (between home plate and first base).
 - c. Then discuss the second portion describing the selection of materials (between first and second base).
 - d. Then on to the third portion that deals with physical facilities.
 - e. The fourth part (Homerun!!) is a flourish upon which to end.
- (12 min.) 3. Ask team members now to look at the Resource Utilization chart. Have the team select a goal and PI from their Goal Sheets to enter on this chart. Then, using the systematic thinking illustrated by the Resource Diamond, have them complete the Resource Utilization chart.

Follow Up: Circulate among the groups, answering any questions and monitoring their progress.

SUMMARIZING

Purpose: To end this section and to point out further references.

Preparation: Read the summary and go over its major points.

Procedures:

(5 min.)

1. Emphasize that this section is essentially a systematic review of what most counselors are already doing.
2. Review ways to keep information updated.
3. Mention Appendices, particularly Appendix C, "How to Use ERIC."

EVALUATION

Total time:
60 min.

(2 min.)

Review module outline, goal, and objectives.

Answer any questions that may arise.

INTRODUCTION

Purposes: To familiarize participants with the definition of evaluation.

To explain the purpose of evaluation.

To explain that evaluation focuses on total program assessment in this portion.

Preparation: Be able to define the term "evaluation."

(3 min.)

Procedures: Have participants read this section quickly.

TYPES OF EVALUATION

Purposes: To define and make distinctions between context, input, process, and product evaluation.

Preparation: Provide examples for each type of evaluation. Emphasize that this portion will focus on *PROCESS* and *PRODUCT* evaluation-- participants will learn how to do these later on in the module.

(5 min.)

Procedures: Briefly describe each type of evaluation to the participants.

1. Context - a needs assessment
2. Input - evaluates guidance methods, i.e. intervention strategies of counselors, teachers, administrators, paraprofessionals, parents and students

3. Process - monitoring; seeing if the program is being implemented as planned and how efficiently it is being managed; focusing on the methods and strategies used to achieve the goals of the career guidance program
4. Product - evaluates changes in student behavior to see if career guidance program is meeting established outcomes/goals

Note: Be prepared to answer questions about the difference between overall program evaluation and individual student evaluation (grading).

KEY TO EFFECTIVE EVALUATION

Purposes: Identify the key to effective evaluation.

Complete the activity, *Key to Effective Evaluation*.

Preparation: Make sure each team have their GOAL SHEETS with them.

Procedures:

- (3 min.) 1. Ask each participant to read the text.
- (3 min.) 2. Explain that all categories found on the Goal Sheet should be clearly defined in order to decide on the type of evaluation most appropriate for that performance indicator.
- (10 min.) 3. Ask the team to select one Goal Sheet. Have them complete the *Key to Effective Evaluation* sheet.
- (2 min.) Follow Up: Tell participants to review goals and performance indicators if they had difficulty with the activity.

A COMPREHENSIVE EVALUATION MODEL

Purposes: To provide a comprehensive evaluation model to show participants how extensive the evaluation process is.

To familiarize participants with the evaluation process.

Preparation: Be familiar with the text.

Procedures:

(5 min.)

1. Have participants quickly read the nine steps of the model.
2. Emphasize components 4 and 6 of the model.

Follow Up: Indicate that the rest of this portion will focus on components 4 and 6, i.e., evaluation design and development of data collection instruments.

PROCESS/PRODUCT EVALUATION

Purposes: To make clear distinctions between process and product evaluation.

To explain the differences between criterion-referenced and norm-referenced tests.

To provide examples of possible measurement instruments/techniques.

Preparation: Be familiar with text.

Provide verbal examples of measurement instruments/techniques if participants are unfamiliar with them.

(4 min.)

Procedures: 1. Use example 1 (Student Goal) to discuss PRODUCT EVALUATION.

- type of evaluation
- evaluation instrument, i.e., criterion-referenced vs. norm-referenced tests

(2 min.)

2. Quickly move through example 2 (Staff Goal) to discuss
PROCESS EVALUATION.

- type of evaluation
- evaluation instrument, i.e., checklist

(2 min.)

3. Briefly review possible measurement instruments/techniques.

POST-ASSESSMENT

Purposes: To take the participants through a complete evaluation process for one goal statement.

To bring together concepts introduced in this section.

Preparation: Make sure each team has Goal Sheet and *Key to Effective Evaluation* sheet used in the first activity for this section.

(1 min.)

Procedures: 1. Tell participants to use the same goal and performance indicators as they did in the first activity of this portion.

(10 min.)

2. Tell them to fill in the type of evaluation
(*PROCESS/PRODUCT*) and measurement instrument/technique for each performance indicator. Tell them to write down an example of an item which might be used as a part of the evaluation instrument.

(1 min.)

3. Tell participants that they should complete this Post-Assessment for each of their Goal Sheets for an effective evaluation of their career guidance Action Plan.

Follow Up: Circulate among groups and monitor progress; ask for questions, comments.

APPENDICES

Purpose: To provide participants with tools to aid in the evaluation process.

Preparation: Be familiar with what is contained in each appendix.

Procedures:

- (2 min.)
 - 1. Briefly review each appendix.
 - a. A: Evaluation Checklist
 - b. B: Glossary
 - c. C: References
- (2 min.)
 - 2. Emphasize that this section provides a brief overview of the evaluation process.

OVERCOMING BARRIERS

Total Time:
60 min.

Purposes: To have individuals and teams analyze barriers in their back-home organizations that might prevent or hinder implementation of their Action Plan compiled during the workshop.

To have team members share their list of barriers with one another.

To have teams plan the steps they will take to overcome barriers that may prevent or hinder the implementation of their Action Plan.

Preparation: Before the workshop, duplicate additional copies of "Strategies and Tactics for Overcoming Barriers."

Procedures:

(3 min.)

1. Have participants read the goal and objectives. Discuss with participants the kinds of barriers that they might encounter in implementing their Action Plans. Don't spend too much time on this portion.

(10 min.)

2. Have participants read silently "Hitting a Home Run" and ask them to examine carefully the chart labeled, "A Guide for Overcoming Barriers." Discuss the chart and the concepts outlined in the reading.

(7 min.)

3. Ask them to turn to the "Pinpointing Barriers Worksheet" and read the directions. Tell them that it is not important to have filled in all of the spaces.

(10 min.)

4. Ask participants now to share the information on their worksheet with each another. Inform participants that they are to

use consensus techniques in prioritizing the barriers already developed by each team member into barriers that all of the team can agree upon. Ask participants to turn to "Directions for the Prioritizing Barriers Worksheet" and have them read silently along with you.

(20 min.)

5. Briefly discuss the labels on the "Strategies and Tactics for Overcoming Barriers Worksheet." Tell teams to list one of the barriers they have previously identified in the column labeled "Barrier" on the worksheet. Tell them that as a team they are to determine specific steps they will take to eliminate or lessen the impact of the barrier on the implementation of their Action Plan. Tell participants to use "A Guide for Overcoming Barriers" as an example in completing the task. Ask teams to complete one "Strategies and Tactics for Overcoming Barriers Worksheet" for each barrier. Emphasize that teams are to list anticipated outcomes on the back of each worksheet. Tell participants they have 20 minutes to complete the activity. Distribute additional worksheets as needed.

(7 min.)

6. Ask team members to share the content of their plan with other participants.

(3 min.)

Follow Up: Discuss the usefulness of incorporating these exercises into the development of each team's Action Plan.

MAKING CHANGE WORK FOR YOU

Total time:
60 min.

(2 min.) Review outline, goals, and objectives. Answer any questions that may arise.

WHAT MAKES CHANGE HAPPEN?

(8 min.) Purposes: To stimulate participants into thinking about how change occurs.

To help participants recognize how their attitudes toward change effect the success of their Action Plan.

To enable participants to measure their attitudes toward change with the Perspectives on Change Inventory.

Preparation: Have enough Perspectives on Change Inventory sheets and Scoring Sheets for all participants.

Procure an overhead projector and prepare a transparency of the Perspectives on Change Inventory marked with the correct answers. If you decide not to do this, then duplicate scoring sheets for the group.

Procedures:

1. Ask each participant to read the text.
2. Have the participants complete the Perspectives on Change Inventory. Emphasize that they should mark the statements "A" (agree) or "D" (disagree) according to their most basic feelings.
3. Have participants look at the Scoring Sheet and calculate their score. Use the transparency to aid this process.

WHAT DOES YOUR SCORE MEAN?

(15 min.) Purposes: To explain the meaning of the score participants calculated for their Perspectives on Change Inventory.

To provide an opportunity for team members to discuss their attitudes toward change.

Preparation: On the board or newsprint write the questions that participants are to focus on for their discussion.

Procedures:

1. Tell participants to read the first two paragraphs in this section.
2. Explain the meaning of a high score and a low score.
3. Tell participants to read the rest of this section and then begin discussion within their team. Keep the questions as an easily viewable reference.
4. After a few minutes, ask for general reactions from the total group. Keep the discussion fairly short, but allow a variety of viewpoints to be expressed. The major emphasis here is on having participants examine their feelings toward change, not defend or justify their scores.

THE NEW YOU, MY NAME IS... AND I AM A CHANGE AGENT AT..., YOUR ROLE WITH THE SUPER NEW INGREDIENT OF "CHANGE AGENT"

(5 min.) Purposes: To provide cognitive material about the role of change agent.

To identify three tasks with which members of a career guidance team will usually have to cope.

To define implications associated with becoming a change agent.

Preparation: Be familiar with the content of these three sections.

Procedures:

1. Tell participants to quickly read these three sections.
2. Emphasize the three tasks presented in the section entitled "The new you."
3. Remind the participants that the last section of this module will deal with specific change agent skills which can be incorporated into each team's Action Plan.

ESTABLISHING CHANGE AGENT RELATIONSHIPS

(5 min.) Purpose: To present nine characteristics of an ideal change agent relationship.

Preparation: Become familiar with the nine characteristics of an ideal change agent relationship. Be able to provide a "real-life" example for each characteristic.

Procedures:

1. Briefly discuss each characteristic with participants. Provide "real-life" examples where necessary or appropriate.

CHANGE AGENT CHARACTERISTICS

(8 min.) Purpose: Enable team members to identify one or more change agent characteristics which they can use to facilitate the implementation of their Action Plan.

Preparation: None.

Procedures:

1. Tell the participants to read the text.

2. Tell each team member to choose one or more change agent characteristics which could be used to facilitate the implementation of the Action Plan.

3. Have participants discuss ways in which they see themselves as a change agent with other members of their team.

THE BUGLES ARE BLOWING, TACTICS

(15 min.) Purposes: To describe specific behavioral tactics used by change agents which can be implemented in an Action Plan.

To have teams adopt two of the tactics for use in their Action Plans.

Preparation: Write on the board or newsprint the six change agent tactics.

Procedures:

1. Have participants quickly read the section entitled "The bugles are blowing."

2. Display the six change agent tactics. Tell teams that they will be selecting two tactics to adopt for use in their Action Plans.

3. Describe each tactic briefly. Provide "real-life" examples where appropriate and necessary.

4. Repeat the instructions, i.e., teams should select two tactics to use in their Action Plans. Tell teams to discuss how and when these tactics can be used.

5. After a few minutes, ask one or two individuals to share their ideas with the whole group.

SUMMARY

(2 min.) Purposes: To bring together the concepts presented in this section.

To provide encouragement and support for team members using change agent tactics in their Action Plans.

Preparation: None.

Procedures:

1. Explain that change is something experienced by all.
2. Tell participants that the success of their Action Plan may depend on their ability to use change agent tactics.

Follow Up: Circulate among the teams; ask for questions, comments.

CONCLUDING ACTIVITIES

Total time:
30 min.

(10 min.) Consensus-seeking Behavior Rating Scale

Have participants turn back to page 29 in their materials, the "Consensus-seeking Behavior Rating Scale." Ask them to complete the "Post-Workshop" column with the rating that each person believes is appropriate for the team.

Then have the team complete the same column on the team form. Members will need time to discuss their ratings and determine whether or not improvement has occurred in their team's functioning.

(Flexible,
20 min.
at most)

Feedback from participants

Ask the leader of each Spearhead Team to provide a short statement of the team's reactions to the workshop and to the implementation of the Action Plan. Time should be limited to two or three minutes per team.

Wind-down

Thank the participants for coming and indicate that there is one final task--the evaluation of the workshop. Ask participants to complete it thoughtfully, as the data will be used to assess the outcomes and make any needed revisions in content.

Evaluation

Distribute an evaluation form to each participant for completion.

Each facilitator should also complete an evaluation form of the workshop itself.

"END OF DOCUMENT"